THE MIDDLEBURY COLLEGE

News Letter

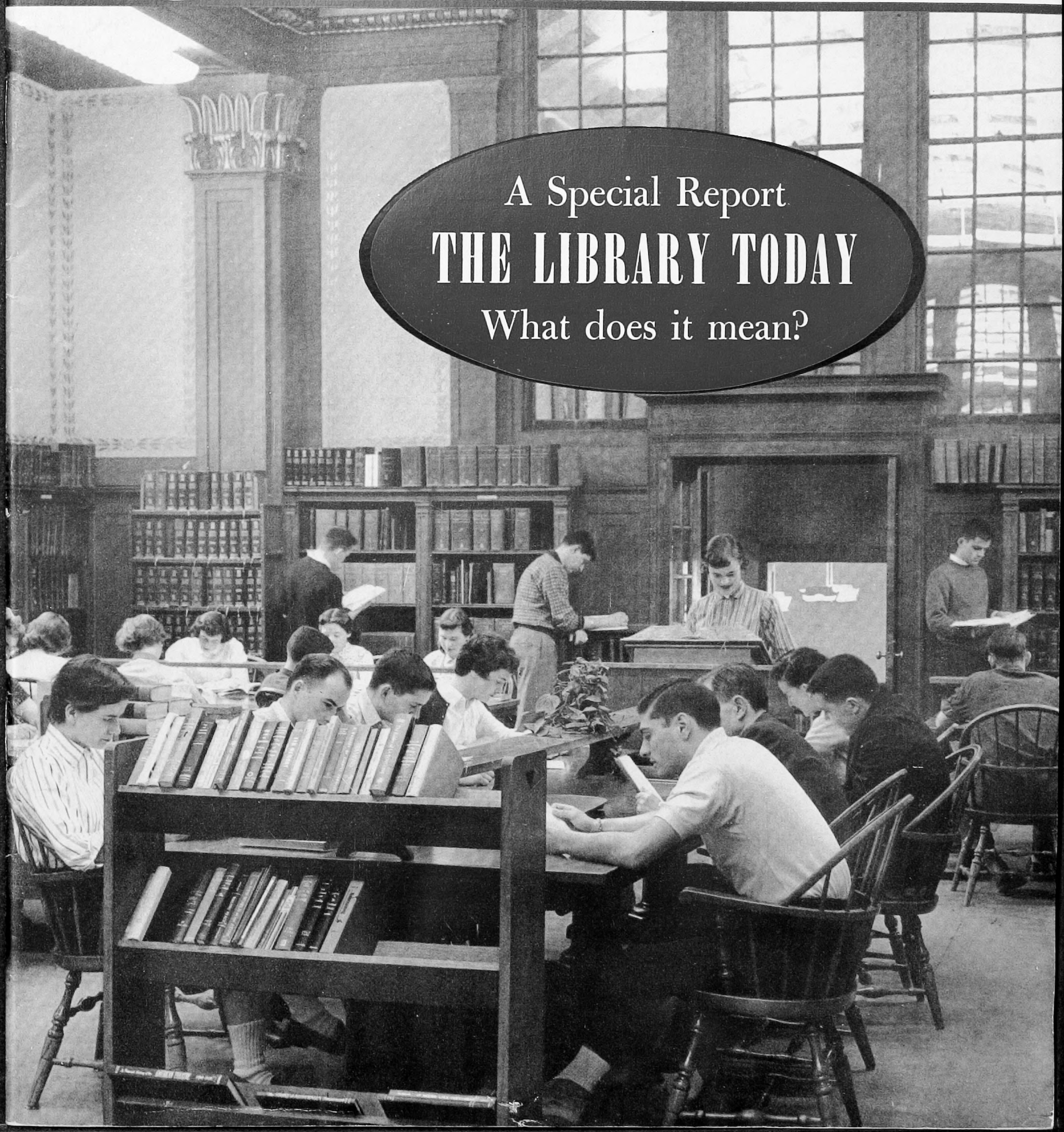
SENT BY THE COLLEGE TO ALL MIDDLEBURY MEN AND WOMEN

Fall 1958

A Special Report

THE LIBRARY TODAY

What does it mean?



The Library Today . . .

MIDDLEBURY COLLEGE News Letter

MEMBER OF THE AMERICAN ALUMNI COUNCIL

Volume 33, No. 1 **Fall 1958**

GEORGE H. HUBAN, Editor

THIS issue of the News Letter is devoted to the "*Library Today and What it Means to You.*" In this issue an effort is made to define a library and to give some feeling of the fountainhead that books can become, not only for the members of a college community but for all people who want to grow—adults, teen-agers and children. It is hoped that readers will find significance in each of the library articles.

Of course members of the Middlebury family are concerned with the place that their College Library plays today. Alumni wish their library to be the heart of the College and large enough and strong enough to pump the blood of learning to all parts of their Alma Mater, day in and day out, without obstruction or obvious strain. At the present time the Egbert Starr Library on the Middlebury campus is not large enough or strong enough to fill this important role. It is an excellent college library. But library facilities adequate in 1928 when the College had 650 students and 80,000 volumes are no longer adequate for Middlebury today with 1250 students and 225,000 volumes.

Adequate library facilities require greatly increased physical space—more reading area for students and more shelf area for books. Particularly pressing is the urgent need for increased space for reading and study. Present seating capacity in the Library is 163, providing reader capacity for only 13% of the student body at one time.

Adequate reading and study facilities for students at a liberal arts college like Middlebury require a minimum seating capacity of 450 to provide for at least 35% of the student body.

The present main reading room is a traffic center and thoroughfare since students must pass through it to get to the catalogs, the stacks and the reserved book rooms. As such it is not only inadequate in its seating capacity but also noisy and inefficient for study and concentration.

Inadequate facilities in the present book stacks cause two serious problems in Middlebury's library service. Namely: 1) Insufficient space for proper shelving of 225,000 volumes. Currently over 32,000 of the Library's books are in temporary storage in the basement of the Library and other College buildings. This creates difficulty in getting to the books for study and risks damage from mildew and dampness; and, 2) Lack of study and reading areas in the stacks. Effective study and research requires that students and faculty not only have easy access to books but also study tables or reading cubicles for convenient cross reference study and active browsing.

Currently, there is no longer room in the stacks for both books and readers. The great need for all possible shelving area precludes study or reading areas for Library users.

Since 1952 Middlebury's Library, its facilities and its needs have been studied by Dr. Joseph Wheeler, Library Consultant and former Librarian at the Baltimore Public Library. Dr. Wheeler's studies indicated an inescapable and urgent need for [*Please turn to next page*]

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PLEASE NOTE: With this issue of the News Letter being devoted to "the Library" we regret that certain features such as, Letters to the Editor, Middlebury in the News, With the Alumnae Clubs, Alumni in the Headlines, sports reports, Annual Treasurer's Report and Gift List, etc., had to be omitted. All of these features will be included in our next issue and appropriate space will be allowed to make up for these omissions.—*The Editor*

Second Class Postage Paid at Middlebury, Vermont.

Issued four times yearly, Fall, Winter, Spring, and Summer. Publications office, Old Chapel 46, Middlebury College, Middlebury, Vermont. Sent free of charge by Middlebury College to all Alumni.

Considerable savings in postage charges would be realized if all Alumni would be so kind as to send changes of address to the Alumni Office.

Alumni in the Library Field . . .

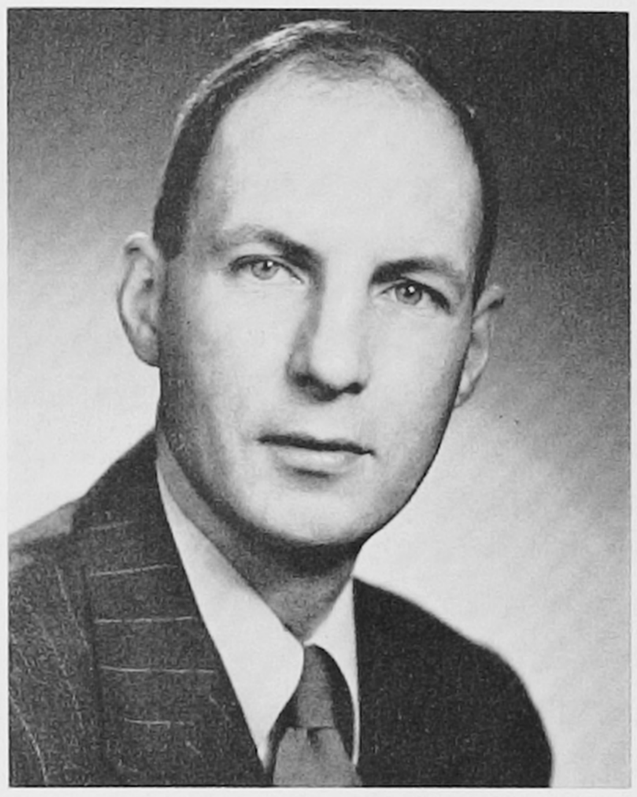
The following list is supplied by the College's Placement Office which welcomes further information about Alumni in this and other professions.

Name and Class	Position	Library
Antoniewicz, Anna *Pope*, '32	Head Librarian	Springfield Library, Springfield, Vermont
Baker, Mary *Bushnell*, '57	Assistant Librarian, Circulation Dept.	Smith College, Northampton, Mass.
Balch, Lois *White*, '51	Assistant in Order Dept.	Middlebury College Library, Middlebury, Vermont
Bean, Elizabeth, '27	Reference Librarian	Public Library, New Britain, Conn.
Bennett, Barbara, '56	Librarian	Public Library, Manhasset, N. Y.
Brown, Bruce, '38	Assistant Reference Librarian	Colgate University, Hamilton, N. Y.
Brown, Helen *Abel*, '23	Librarian	St. Mary's Junior College, Raleigh, North Carolina
Carleton, Pauline, '40	Assistant Law Librarian	University of Illinois, Urbana, Ill.
Coffin, Jane, '54	Librarian	Wilton Junior and Senior High School, Wilton, Conn.
Connor, Jean, '41	Public Library Consultant	New York State Educational Dept. Division of Library Extension, Albany, N. Y.
Cooley, Marion, '27	Librarian	New York State Dept. of Commerce, Albany, N. Y.
Emerson, Edith *Cowles*, '21	Branch Librarian	Thayer Public Library, South Braintree, Mass.
Field, Helen, '24	Librarian	Port Jefferson Free Library, Port Jefferson, N. Y.
Flagg, Cedric, '31	Research Associate	Center for Documentation and Communication Research, School of Library Science, Western Reserve University, Cleveland, Ohio
Fordyce, Martha *Morgan*, '55	Library Assistant	Eugene Public Library, Eugene, Oregon
Gerard, Evelyn *Poppel*, '36	Librarian	Manchester High School, Manchester, Conn.
Goodale, Lavina *Foote*, '34	Librarian	Edwin O. Smith School, University of Conn.
Green, M. Ruth, '44	Assistant in Reference Dept.	White Plains Public Library, White Plains, N. Y.
Hayward, Edward, '38	Chief Librarian	Hammond Public Library, Hammond, Ind.
Kaufmann, Lois Wanstall, '54	School Librarian	Madison, Conn.
Kerr, William, '48	Librarian	Air Force Civil Service, U. S. A.
Kirkpatrick, Alice, '22	Librarian	U. S. Naval Air Station, Norfolk, Va.
Knox, Virginia, '30	Chief of Public Services	Connecticut State Library, Hartford, Conn.
Littlefield, Patricia, '35	Circulation Desk Supervisor	Harvard Law School Library, Langdell Hall, Cambridge, Mass.
Mairs, Alice, '58	Bookmobile and in Regional Library	Annapolis Royal, Nova Scotia
Mason, Marion *Clifford*, '19	Librarian	Paine Memorial Free Library, Willsboro, N. Y.
Monroe, Harold, '32	Librarian	Technical Information, Library of Congress, Washington, D. C.
Myers, Elizabeth *Vaughn* '39	Order Librarian	Billings Library, University of Vermont, Burlington, Vt.
Norton, Helena, '15	Librarian	Beth Israel School of Nursing Library, Boston, Mass.
Ottemiller, John, '38	Associate Librarian	Yale University Library, New Haven, Conn.
Parker, Wyman, '34	Librarian	Wesleyan University Library, Middletown, Conn.
Paul, Anna, '45	Librarian	Watertown High School Library, Watertown, Conn.
Pegg, Charlotte, '30	Librarian	Stony Point Central School District, Haverstraw, N. Y.
Pierrel, Winthrop, '41	Librarian	Silver Springs, Md.
Robinson, Louise, '28	Assistant Librarian	Middlebury College, Middlebury, Vermont
Safin, Sophie, '37	Librarian—Head Cataloguing Dept.	University of Conn. Library, Storrs, Conn.
Sanders, Marcia, '42	Librarian	Enoch Pratt Free Library, Baltimore, Md.
Saunders, Lucy, '31	Cataloger	Hartford Public Library, Hartford, Conn.
Spires, Sherrill *Archibald*, '46	Librarian	Warner Pathe News, New York City
Steinecke, Maureen *Kane*, '54		Georgetown Branch, Washington Public Library, Washington, D. C.
Sturtevant, Ruth, '26	Librarian	Florence Township Memorial High School, Florence, N. J.
Taber, Alice, '28	Senior Librarian	El Sereno Branch of The Los Angeles Public Library, Los Angeles, Cal.
Walker, Lou *Thompson*, '27	Librarian	Great Kills Branch Library, Staten Island, N. Y.
Woolsey, D. Janette, '25	Children's Librarian	Martin Memorial Library, York, Pa.

The Meaning of a Library

By Edward B. Hayward, '38

A library may be defined as the sum of individual contacts between books and people. A child discovers the key to the enchanted world locked in printed symbols of black type on a white page. The youth perceives new vistas of thought as his growing mind makes contact with one more mature across the generations. The business or professional man finds information helpful to the successful expedition of his affairs. The student learns to search out and document fact and opinion and to distinguish one from the other. The technician or home craftsman finds the solution to a difficult construction or repair problem. The member of a minority group gains understanding which enables him to live a creative life in spite of the prejudices of his fellow citizens. A library must make access to truth possible for all who truly seek it. It should be a liberating, never a hampering influence.



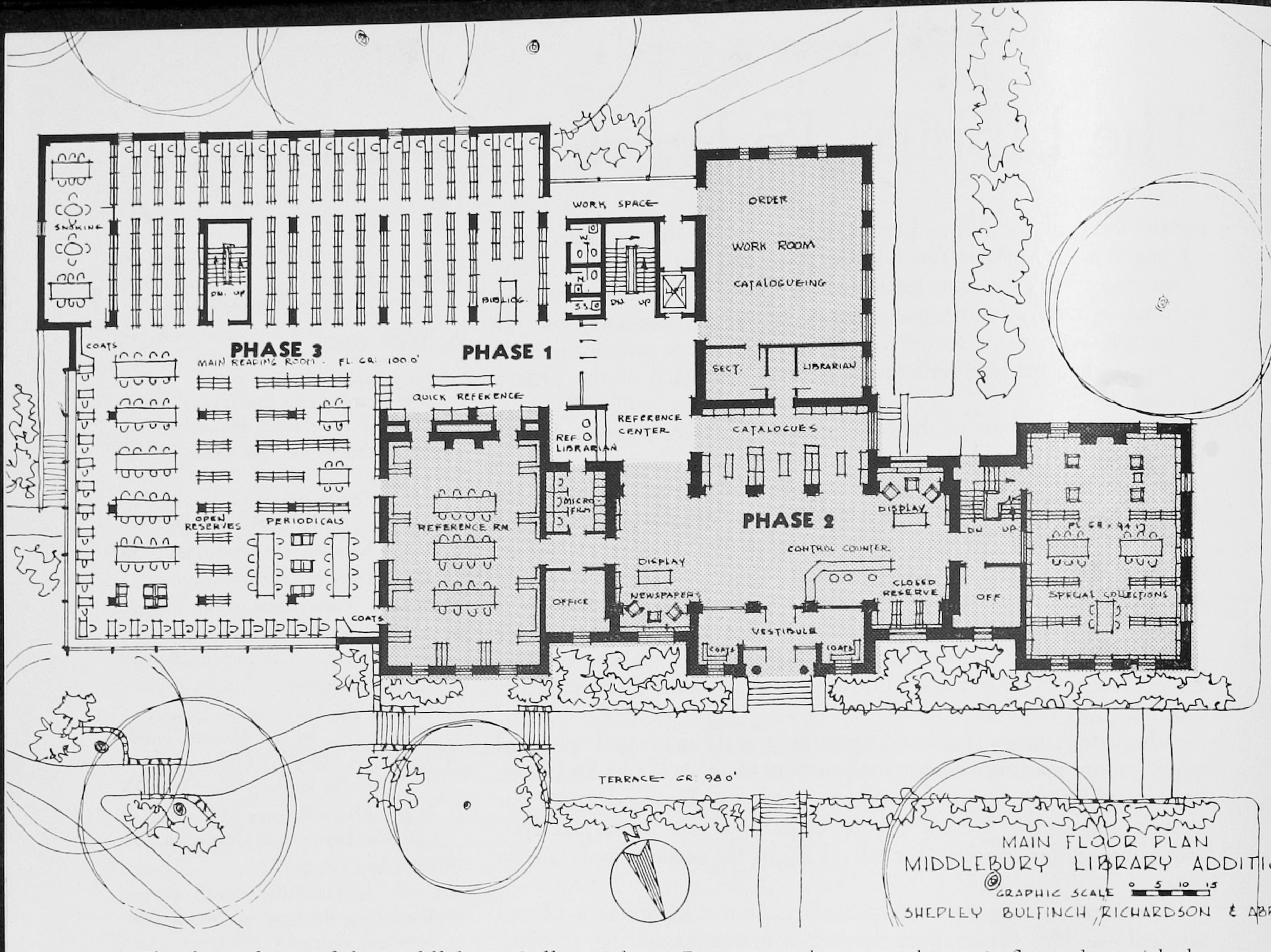
Mr. Hayward is Chief Librarian of the Hammond (Indiana) Public Library.

If a library is to have its proper significance, it must be at the center of the intellectual life of the community. Historically this has been true both of the college and of the public library in the United States. An account of the founding of Yale University states, "Eleven ministers, including a rector . . . agreed to found a college in the colony of Connecticut . . . each member brought a number of books . . . and laying them on the table, said these words . . . 'I give these books for the founding of a college in this colony.' "

The early minutes of the Hammond Public Library reveal an appealing glimpse of the nature of the public library of that time. The individual members were obviously cultured and influential citizens able on one occasion to obtain the offer of a choice of sites for the proposed new library building in what is now the heart of Hammond's business district. Much of the business of the monthly meetings consisted of questions relating to the value to the library of particular books, magazines and sets of reference books. A donation by Dr. Elbright of Guizot's *History Of France* was duly noted. Mr. Becker moved that a list of books recommended by Mr. Turner be accepted. Mrs. Ibach moved that Dr. Scull order Grote's *History Of Greece*. From these and similar entries it seems clear that the people who started the library thought of it as a means of sharing their own treasured volumes with each other and with their neighbors. They also believed it to be part of their obligation to recommend the individual titles to be purchased and felt qualified to do so.

These examples from what appears in retrospect to have been a simpler more leisurely age illustrate the place the library held in the academic and in the civil community. They also point up the complexities of our own time. Library services have expanded tremendously in scope and in the range of persons served. The Hammond Public Library Board went through much soul searching before deciding to provide books for children. Today children's books make up the major part of public library circulation. Beautifully illustrated, technically expert children's books on nearly all subjects covered by books for adults are available in profusion. Special attention is also given to teen-agers in the selection and organization of collections of books in which they find their own interests represented and in the provision of suitable places for them to read and study.

In fact people of all ages have their special needs. Each year brings a seemingly ever increasing number of toddlers with their young mothers to attend story hours and borrow the big, bright picture books. And the mothers themselves want books on child care, home decoration, and on a hundred less predictable subjects. Children are so quickly exposed by television to complex scientific and social ideas and come seeking further information in books. Students make extensive



■ The three phases of the Middlebury College Library Project are shown on this main floor plan with the present library area shaded to show additional area and facilities needed. Construction has already started on Phase I which will help alleviate a serious need for more space for readers. But it will contribute little toward making more effective library facilities available until Phase II, the renovation of the present Library, and Phase III, the new Reading Room and extended stack area, are completed.

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increased library space to make available adequate library facilities.

A year ago the firm of Shepley, Bulfinch, Richardson and Abbott, architects for the Lamont Library at Harvard University, were retained to develop plans to provide Middlebury with the library facilities so badly needed. Such plans have now been developed. They make available adequate and modern facilities by remodeling the present building and constructing an addition that will add 34,000 square feet, doubling the size of the present building. The dignity and character of the present building will be retained but the addition and renovation will make available all the modern facilities and efficiency that effective library service requires. The old and new areas will form an attractive and functional library.

Plans were developed in accordance with three guiding principles: 1) Economy—by use of the present building and by providing essential space, not luxury, in facilities; 2) Efficiency—by emphasis on effective service to students and faculty. The special objective throughout is to maintain Middlebury's educational philosophy of providing its students with maximum exposure to books in an atmosphere inviting study; 3) Flexibility—with movable stacks and reading areas that will allow expansion or contraction of facilities in accordance with future changes in the requirements or developments in the various intellectual disciplines.

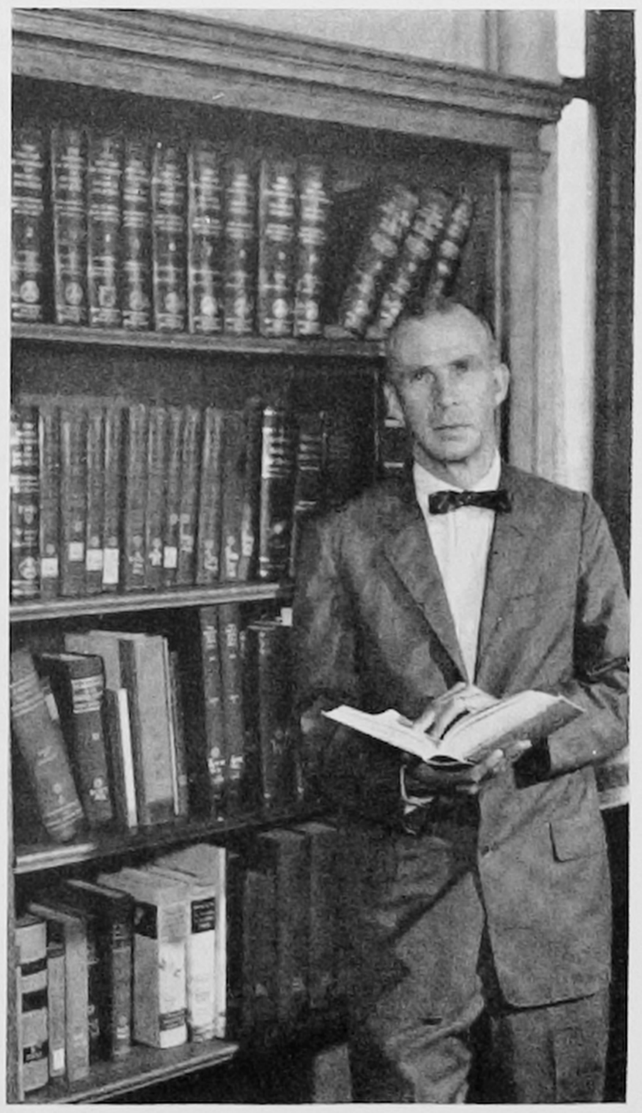
Middlebury's need is so urgent that immediate support is necessary to acquire the funds necessary to make available adequate library facilities for a college of its size.

The Library In The Liberal Arts College

". . . the chief physical resource of the college is its books . . ."

By Wyman W. Parker, '34
Caleb T. Winchester Librarian, Wesleyan University

■ Wyman Parker is not only an alumnus of Middlebury, but is also a former librarian of the College's Egbert Starr Library.



President James A. Garfield remarked at a Williams College alumni dinner that his ideal of a college would be fully met by a log in the woods with a student at one end and Mark Hopkins at the other. Garfield might have easily saved his statement from an implication he did not intend by adding of course, that, the log was balanced on a fulcrum of books.

Indeed, the chief physical resource of the college is its books for they contain the intellectual substance which is the primary concern of the institution. Fortunately in the United States the library has always been an integral part in the development of an institution of higher education, there now being nearly two thousand libraries dedicated to this work. It was no accident that John Harvard's endowment for Harvard in 1634 included his personal library nor that the ten divines who established Yale in 1700 each brought books to the organizational meetings to found the library concurrently with the institution.

Every advance into the future is based upon the achievements of the past. In a large degree education consists in allowing each generation to become aware of what has been discovered, felt, and thought by previous generations. Man differs from the animals in that he possesses a written record. This record is a tremendous possession without which it is impossible to conceive of modern government, philosophy, science, or medicine. Naturally, the library is central in the preserving and transmitting process called education.

The library in the college has two basic functions: to collect pertinent books and to make these books easily available to its patrons. In collecting books the college library primarily meets the needs of the curriculum and thereafter enriches the areas where advanced study may be offered. In housing these books, the library is obliged not only to arrange (classify) and index (catalog) them but also to provide adequate space where they may be easily consulted (stacks and reading rooms.)

There has been an astounding increase in the degree of civilization averaged over all the nations of the earth. From 1700 on it has become rapid and breathtaking, leading to the discovery of atomic forces and of nuclear energy. It is, of course, not possible to pass this entire body of knowledge on to each individual in the course of a college career. Specialization comes later, for the college curriculum is devoted to those disciplines which

demands on the library as new educational methods stress the importance of supplementary reading and the use of a wide range of materials. Educators, technicians, social workers and adults in all walks of life expect to find the books they need. Men and women retired from an active vocational life make their own special requests.

Most mature adults who use the public library regularly borrow books or records for their own sake, because they enjoy reading or listening. They find in reading not a utilitarian value but such intangibles as a heightened self awareness, insight into the meaning of the lives of other individuals and peoples, emotional qualities of inspiration or nostalgia, or aesthetic pleasure in following the development of plot and characterization.

Who can predict the effect on an individual of even the most seemingly trivial book? The former president of our library board once told me that his reading of *Stover At Yale* perhaps changed the whole course of his life. At a crucial moment the book implanted in his mind the idea that is was possible for a poor country boy like himself to attend college, an ambition not common at that time in the rural Indiana town where he grew up.

The concept of a library has grown steadily until the modern library provides materials and services of many kinds in addition to books. Recorded music, plays, languages courses and other disk and tape recordings are coming to be an expected part of a library collection for lending and for library sponsored or library centered programs. Educational films and film-strips are a part of the modern public or college library as are microfilm and microfilm readers. Machines for the rapid duplication of book pages, charts, maps, monographs, and similar materials are in use in many libraries. Libraries carry on extensive publishing activities, produce radio and television programs, sponsor informal courses for adults in such areas as Great Books, the American Heritage, and Reading Improvement. There are even libraries which operate their own FM radio stations and closed circuit TV networks or possess machines which store and analyze information and will prepare a complete bibliography at the insertion of a key word.

A reaffirmation of the importance of the library in the community is currently to be observed in many aspects of the national scene. This year the first National Library Week was observed with a nation-wide public relations campaign. Breathtaking coverage was given National Library Week by the national magazines and on radio and television networks. Most states and many cities organized citizens committees which directed the national publicity to local ends.

In 1956 President Eisenhower signed into law the Library Services Act making available to states and territories on a matching basis several million dollars for the purpose of stimulating and developing the growth of library service to people in rural areas. Nearly all states now have programs underway. These are intended to be locally self sustaining once they are established and have demonstrated the practicality of modern library service in sparsely settled regions.

The American Library Association recently published *Public Library Service: A Guide To Evaluation With Minimum Standards.* This manual attempts to establish guiding principles for the evaluation of library service and to define good library service in terms of some two hundred standards starting with:

"Every individual should have free library service available in his local community."

And ending with:

"Furniture and equipment should harmonize with the architecture of the building and contribute to the library program."

Use of this publication and similar standards published by state library agencies and associations will do much to promote an understanding of the meaning and potential of the library in the United States.

Perhaps most indicative of the continuing vitality of the library as a valued institution is the number and quality of new library buildings which are being constructed. Since World War II new central public library buildings have been constructed in such large cities as Cincinnati, Seattle, and Fort Worth and major additions have been made to the main buildings of other large cities. Many smaller cities in all parts of the United States are taxing themselves and selling bonds to construct new public libraries and most large cities are providing well designed branch libraries in new residential districts. Whole new library systems have been established on county-wide and regional bases, notably in the Far West and South.

Construction of new library buildings is even more impressive at colleges and universities where most institutions have made [*Continued on page* 39]

or alumni who have had the vision and pleasure of creating a collection, no matter how exotic, specialized or rare, which in itself has definite meaning. It is the library's privilege to maintain and use such with care to see that its usefulness is enhanced not impaired by the passage of years.

The other basic obligation of the college library is to house properly the book collection. This not only includes the efficient shelving of books but also obliges the generous provision of reading and consulting areas for the maximum use of the books. The shelving must be adequate for the logical and coherent arrangement of the existing book collection and must provide as well for the yearly growth which is essential to enrich and keep the collection current.

Equally important is the area, near the books, where they may be consulted. Attractive reading and study rooms are a necessity for the proper presentation of this most essential concern of the college. Certain books cannot be removed from the building because of their general usefulness, rarity, fragility, or cost. Expensive reference tools, encyclopedias, directories and bibliographies are ordinarily consulted within the building, many with the guidance of trained librarians. These are shelved in a reference room which requires quiet areas supplied with consulting and working tables well lighted. The rare books must have special surveillance and may only be consulted in appropriate sections. Browsing areas should have comfortable seating adjacent to inviting selections of books. Individual carrels for honors work, studies for research, seminars for classes with books and reading and study areas within the bookstacks are essential. The librarians need working space for the preparation of books—marking, cataloging, checking—to service the collection. None of these functions can be slighted in the well-organized library.

Overcrowded, outmoded, and consequently dirty, unhealthy and inefficient laboratories and gymnasia are ugly sores that are not tolerated for long on the campus. More essential and more vital to the intellectual temper of the college is provision for the library. A handsome building alone cannot fulfill the academic needs of a college—the building has to accommodate all the library functions vital to an intellectually alert community. Such a building must contain a carefully nurtured book collection which is fully useable within the building in proper working areas. Then only will the college library take its proper place as an educational force on campus.

The library in the college is more than an adjunct to teaching, it is the common source from which both student and professor draw sustenance. It is an ever flowing fountain, or one may prefer the figure the London bookdealer Henry Stevens of Vermont used. In writing to the historian John Fiske he said, "The *Tree of Knowledge* grows now in the Centre of the Reading Room of the British Museum in a huge pot. You have only to shake it and down the ripe fruit drops." Through the college library, student and professor engage together in an imaginative exploration of the past toward a search for truth. The student begins to develop some critical intelligence as he finds that he too may draw freely upon this bountiful source to confound his classmates and delight his professors. The materials are fully and impartially available to all; the use one makes of them depends entirely upon the mental equipment one brings.

There was the southern newspaper editor who conducted a contest to discover the book that had most influence upon his readers. The contest was won by a college student whose answer embraced two books with bipartisan practicality. The prize answer was: The books that have helped me most are my mother's cookbook and my father's checkbook. This may not be as far away from the essence of libraries as one might think. It shows that different people go to books for various things. Those interested in the trades go to books for specific facts and tool knowledge. Some go to libraries for amusement and relaxation. One goes to books to find out the nature of society. Many go to literature that it may reveal to them some insight into human nature. From this, the fortunate realize the ultimate, which is self-knowledge. The study of man has continually intrigued man through the ages. There can be no deeper satisfaction than an appreciation of the workings of man's mind with the concomitant recognition of the forces which motivate thinking man. Through a library one can achieve a perspective from the selected concentration of the past. The educated man, through a knowledge of the past, has an insight into the present, thus gaining wisdom which is essential to project a livable future.

The college student who learns to use the library intelligently has made great strides toward his ultimate adjustment with life. Not only has he acquired the key to his major [*Continued on page 39*]

we feel are central in our culture. This requires a vigorous selectivity of the material presented within the curriculum and, indeed, within the classroom. A more generous kind of selectivity is exercised in the choice of books for the college library for, due to the proliferation of publication, no library can afford to buy or house everything that is currently printed. But the library within the college must have a plentiful supply of books to amplify and question, annotate and explicate, equate and categorize those subjects which are considered worthy of primary attention.

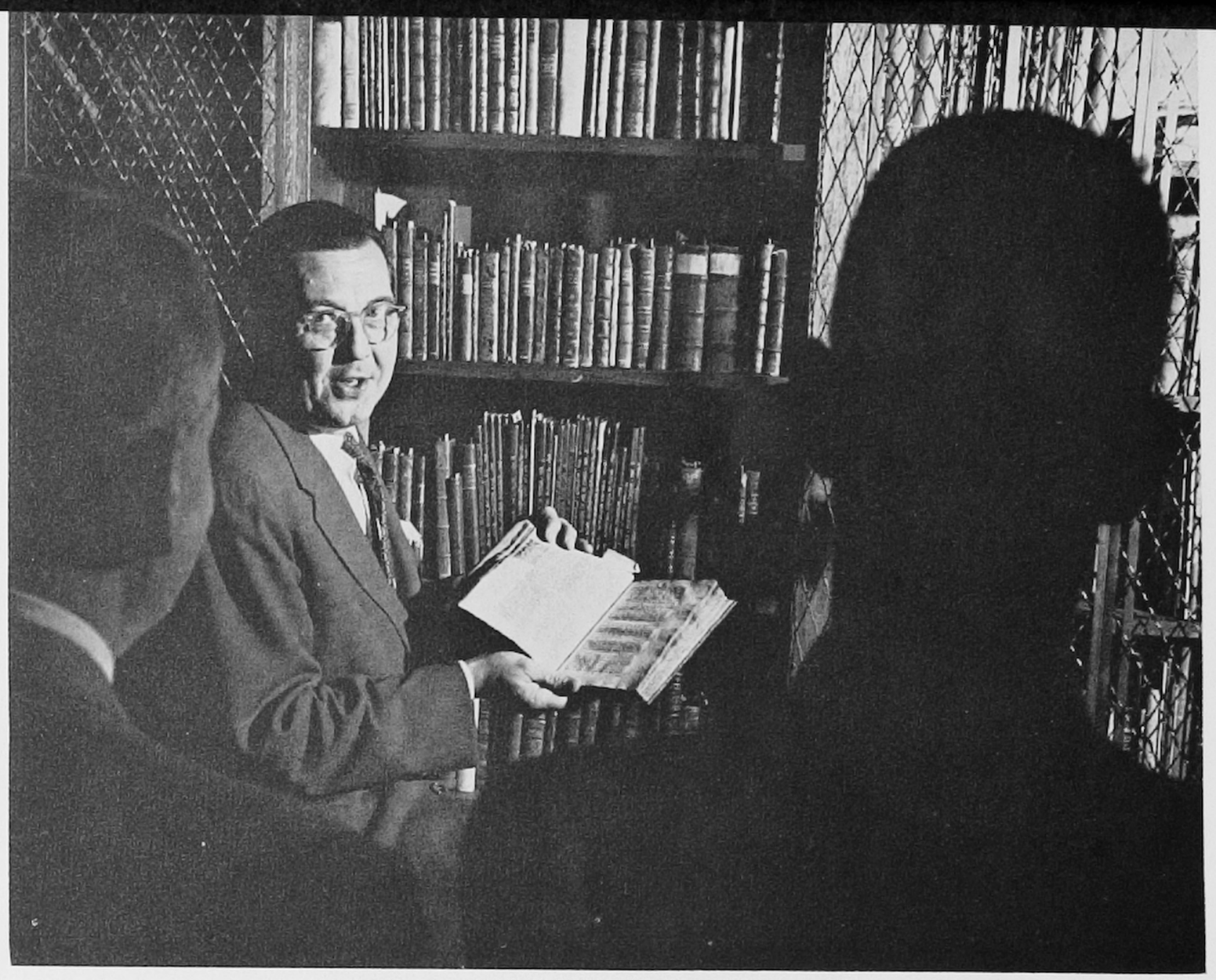
An extension of collecting for the course of studies of a college is logically in those areas where advanced work for honors and graduate degrees may be offered. Then the library must provide generously, even handsomely, for students who need to become acquainted with the entire scope and most of the complexities of their subject. Here the library should hold scholarly books in various languages, files of basic and peripheral periodicals, transactions of the learned societies, and even ephemeral material.

The book requirements of the curriculum are not solely met by supplying such books as the undergraduates might need. Faculty members must have readily available enough books and periodicals to enable them to keep up with new developments and theories in their respective fields and to allow them to develop new avenues of knowledge in their own or related disciplines. The professor must rely on the library for a large percentage of the continuing intellectual stimulation necessary to impart freshness to teaching and to his contacts with colleagues. The college library should even attempt to secure those research materials which are available within reason for specific professorial research. Most college instructors undertake current publication while teaching so that some of their materials must be found on campus. For the more expensive less-used authorities, vacation visits to research libraries usually suffice, while sabbatical leaves are devoted to trips abroad to the great libraries of the Continent for unique materials not available in America.

While the primary purpose of the library within the college is to enrich and reinforce the curriculum, the library's resources should also embrace more than a superficial coverage of those subjects, not offered in formal courses which form part of our cultural heritage. Some knowledge of the amenities of history which civilized people have in common give an education in a larger sense. Such peripheral interests may be developed in a well-stocked library almost by chance. The *chance* is the interest of a student, for in a well-ordered library the materials are there by design to capitalize on just such opportunity.

One thinks of those rich and romantic engravings of the ancient monuments of Rome by Piranesi that may lead a curious student to an exploration of the civilizations of antiquity, or to an understanding of the processes used in the graphic arts. Caricatures by Max Beerbohm may provoke a closer study of nineteenth-century literary personages whose foibles are so cleverly epitomized, or to a discovery of the great names in caricature from Goya, Garvani and Daumier to our contemporary David Low, or to an appreciation of the impact that the cartoon can exert. An eighteenth-century edition of Boswell may induce an interest in Johnson, or in the art of biography, or to an investigation of eighteenth-century life through the recently discovered Malahide Papers. An early Shakespeare folio might lead another to a study of book rarities, or to some understanding of the process of printing plays in the seventeenth century. By following any likely progression the student has revealed to him what Kenneth Grahame describes as "the wide wonder of the world." Surely such an awakening will broaden the student and enrich the man. Thereafter comes the discovery that information gleaned in this fashion is not so tangential after all, and it may become quite central to a phase of one's career. This approach to a total education is well described in the early chapters of Lincoln Steffens' *Autobiography*. Jack London has created a powerful novel, *Martin Eden*, as the result of his own conversion to this world of knowledge.

The college library, being a repository of fact, must contain up-to-date books of a general nature in all areas to satisfy the inquiring mind. Not only must the library thus be all-embracing in a modest way for current facts but the library also usually becomes a specialist in one or more small areas by maintaining a rare book collection. Here one can follow the development of important discoveries as first viewed in print and can observe the contemporary and successive editions from medieval to modern times. Here too one may gain an insight into what fascinates the connoisseur, the rare book dealer, and the bibliophile. Usually such rarities are presented to the college by friends



■ Mr. Ottemiller shows early treatise on air from the Boyle Collection in the Historical Library of the Yale Medical School.

This situation was comparatively true of Middlebury College. Only a handful of volumes could be collected when the science libraries in Warner Science Hall were first put together. The collection in the Chemistry Building was small and only adequate for strictly laboratory purposes. Today, Middlebury College Library supervises a collection of over 5,000 volumes in the Chemistry Library which is housed in the Chemistry Building, and about 9,000 in the Warner Science Hall which serves the departments of biology, physics, geology, geography and drafting. These are the specialized texts and in the Starr Library there are approximately 20,000 additional volumes in the sciences. Each year approximately 150 books are added to the Chemistry Library and about 225 are added to the Warner Science Library. Fifty periodicals are received at Warner and 30 at Chemistry. The Starr Library has no special funds for science books and all purchases are made from the regular library budget. An endowed book fund would be a welcome gift as the annual income would insure the development of the science collections.

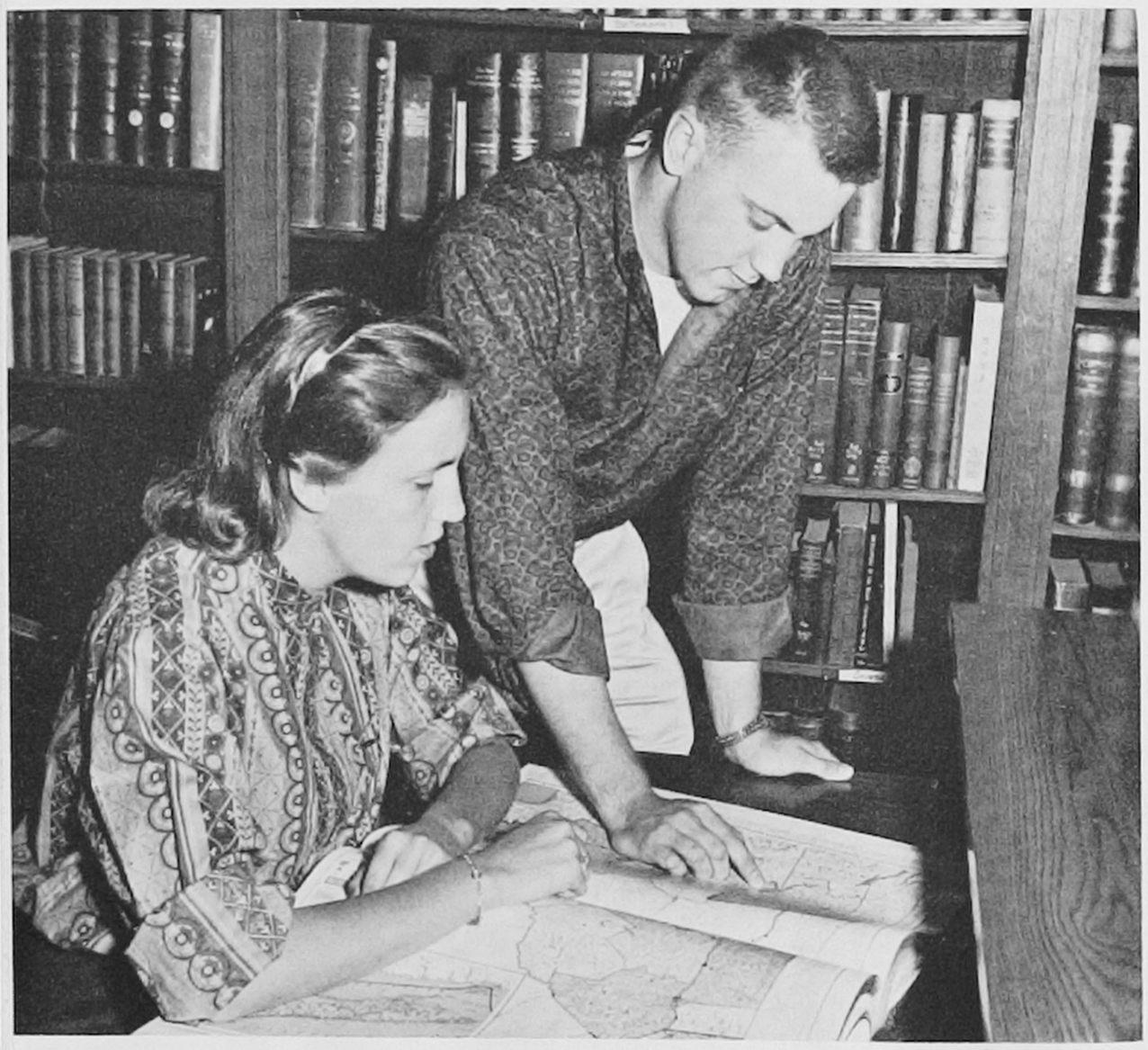
Traditionally, a liberal arts college library has been known as the laboratory for the humanities and the social sciences. The scientists have had their own kind of laboratories and the science professors depended largely upon the textbook, the lecture and the laboratory for their educational programs. As science and technology were combined, a new emphasis on science books began to appear. This emphasis is gaining each college year and it is most interesting to note the increased use today of books for collateral and cognate reading by the professors of science, technology and engineering in our leading colleges and universities. A subject area in which the college library can particularly excel is the history of science. It is here, a comparatively new subject in the college curriculum, where science students and faculty can examine and study the work of past masters and through extensive reading be stimulated to do advanced and original work.

On reading recently a manuscript proposed for publication about early doctors in the state of Connecticut, it was interesting to note that the system of medical education in existence in this country in the 18th century is closely aligned to the ideas being expounded by the leading deans of medical schools today. The preceptive system of medical education was the vogue in this country, particularly in New England, in the 18th century. Early medical teachers preferred a college education (the emphasis was on theology and the humanities) for the preliminary training for their students. After college the apprentice looked to a well-known doctor for further training and uppermost in his mind was the doctor who was not only a sound practitioner of medicine but a doctor who had a good library. In those times, of course, laboratory techniques had not been introduced in the field of medicine. As a result of their college education many of these early physicians were also ministers. The combination of medicine and the divinity can often be traced back to father and grandfather.

Science and the College Library

"a large central Science collection is important"

By John H. Ottemiller, '38
Associate University Librarian at Yale



■ Anne Martin,' 59, and Bill McNeil, '61, studying atlas in Starr Library Reference Room.

Many words have been written and spoken recently about the crisis in the teaching of science in the United States. The controversy increased by October 4, 1957, the date of the first satellite, which may well go down in history as the inauguration of the "Space Age." For the first time the United States in particular and, indeed, the free world suffered defeat in a field in which America had been considered to be supreme —the application of science to technology. Politicians, government officials, educational leaders and others all have had their say. Their ideas include revisions of the curriculum at the secondary school level and at the college level and federal aid to education. But in face of the shortage of qualified science teachers, competition with industry and government for scientifically trained personnel, and the projections of increased enrollment in both the secondary schools and the colleges, few suggested as had Henry Steele Commanger in his article "The Problem Isn't Bricks, It's Brains" in the *New York Times* (Sunday, January 29, 1956, pt. VI, p. 11) how books and libraries might help in solving these seemingly tremendous teaching and academic problems.

Prior to World War II each science department in the colleges and universities pretty much went its own way. The biologists didn't worry too much about the physicists; the geologists didn't worry too much about the chemists, and the geographers were just beginning to come into their own. Each science department maintained its own small collection of books. These were largely laboratory manuals and texts and were usually housed in the office of the head of the department concerned. Then cross-disciplinarian studies came to the fore as a result of the demands of the war and the coming Space Age. The pure sciences began to take on a new look. New disciplines developed such as biophysics, geophysics, biochemistry and similar combinations. No longer would a small collection of books in a professor's office do. There were increased demands from others for the books there. As one prominent zoologist pointed out recently, not too long ago he could confine most of his work to his departmental library. Now, because of his studies, he is forced to use at least seven other departmental science libraries. Whereas centralization of science books in one place was opposed by this professor in the past, he is now one of the more active faculty members encouraging his university to develop a large central science collection.

Many Years of Library Progress

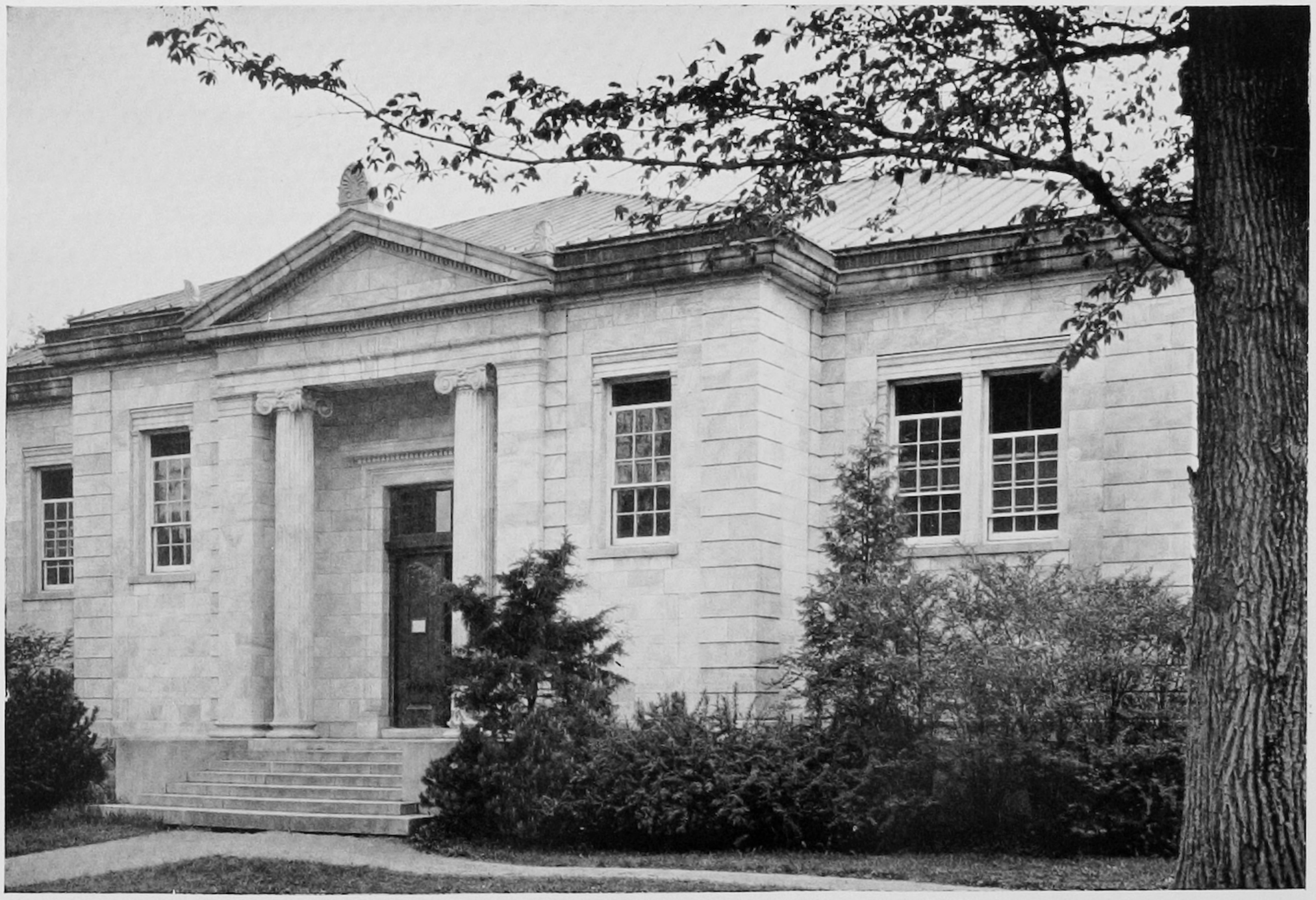
MIDDLEBURY COLLEGE this year is noting the 58th Anniversary of the Egbert Starr Library with plans for remodeling and enlarging the Library. In fact, work has already started on the construction of Phase I.

Realizing that the college library of today and tomorrow should incorporate the technological and cultural changes which, in the past quarter of a century, have become perhaps the most characteristic hallmark of library service, the President and Board of Trustees of the College have accepted the exciting challenge of bringing the Middlebury library facilities up to date so as to answer the needs of both present and future generations of students and faculty members.

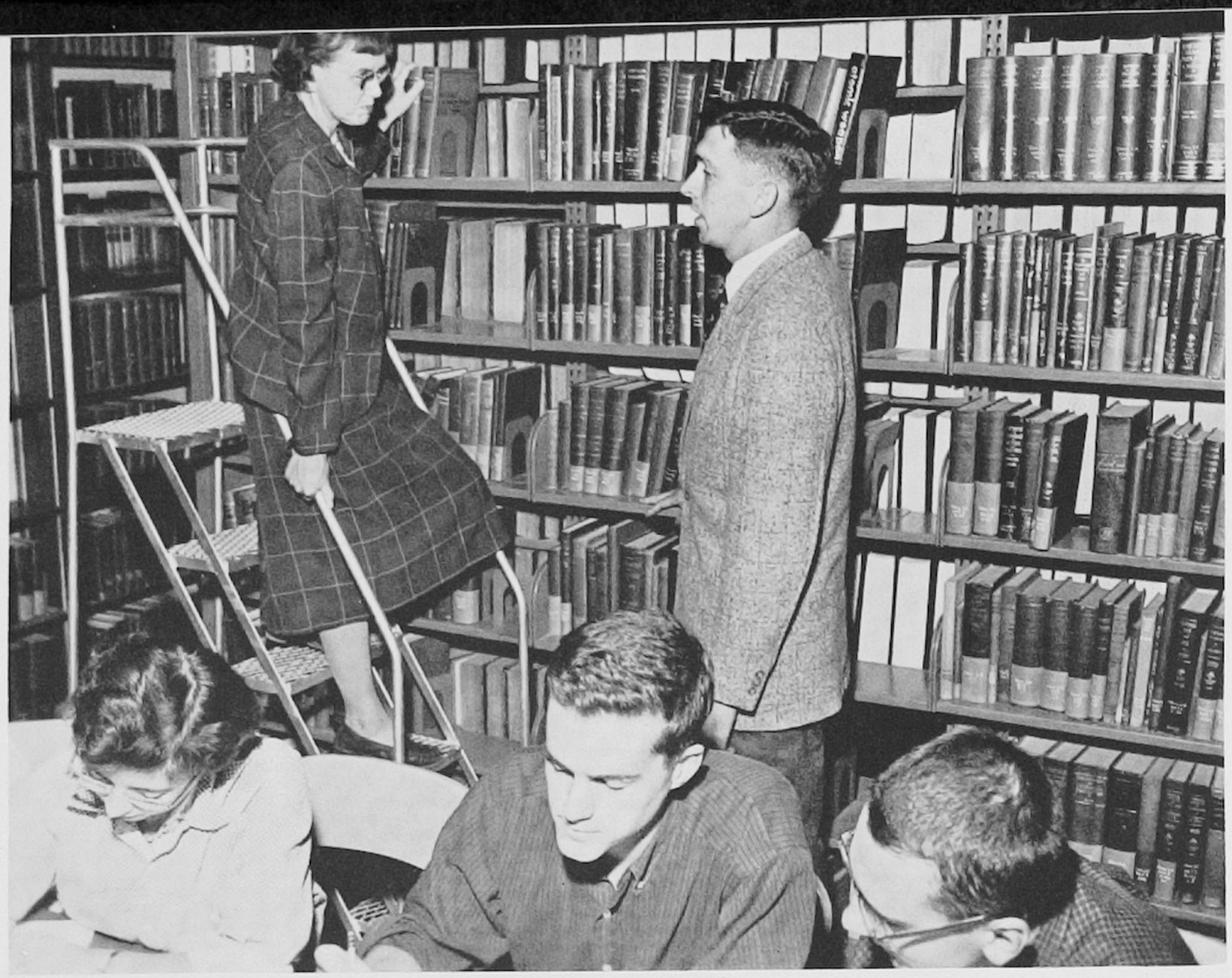
The College Library is strong in the humanities and has a collection of books built up over 158 years that could not be duplicated today. This collection numbers about 125,000 volumes and 100,000 documents. The Library regularly subscribes to over 500 periodicals and newspapers and maintains files of these publications. It serves as a partial depository for government documents and has a good collection of books in foreign languages which is unusually large for a small liberal arts college.

For the undergraduate, the College Library offers opportunities for instruction in the use of books and libraries. If education is a continuing process, then the undergraduate should be equipped to use the tools of knowledge after his formal training. This is particularly important at Middlebury today with the new honors program (*See Faculty Page, Summer 1958, News Letter*) recently introduced at the College requiring greater use of the Library. Individual assistance is given by members of the library staff as students come to the Library with their specific questions and problems.

No longer are academic libraries limited by brick and mortar for their potential embraces the resources of libraries and institutions beyond the campus itself. Through interlibrary loan services, books from large university and public collections



■ Main entrance to the Egbert Starr Library.



■ Librarian, professor and students in Chemistry Library

Doctor-clerics of the 18th century, however, not only attended to spiritual and medical needs, they were also scientists in their own right. Their work led to many early discoveries, particularly in the natural sciences. They made advances in horticulture, botany, agriculture, zoology, and other fields of learning. One biographer wrote this about his subject: he "... became the teacher of thousands, of doctors and farmers and florists and horticulturists and naturalists; teaching all of them things of which they would have been ignorant but for him, things that made them better doctors, better farmers, better naturalists and better men." There is much to be learned from the careers of men of this kind not only in the field of medicine but in all science fields. Books on the history of science along with stimulating teaching can help solve some of the educational problems of the future.

A LIBERAL arts college, such as Middlebury, does not need a large science book collection. It does need, however, a well selected collection of books in all fields of science and related studies and particularly in the newer and more important cross-disciplinary fields. Science books become obsolete quickly. Many can be added to the history of science collection; some must be discarded. This is a chore for the science faculty and the librarian. Together as a team they can develop a collection of books which will add much to the education of the scientists of tomorrow. There is another area the science student must not overlook. Modern scientists are playing an increasingly important role in politics. Scientists believe they should have an equal hand with politicians in shaping tomorrow's world. The collection will also serve the non-science student as a reading source for his better understanding of the world in which he lives and the Space Age.

In the *Columbia University Forum*, a special issue on "American Higher Education 1958," this conclusion is reached: "To teach them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, [*Continued on page 40*]

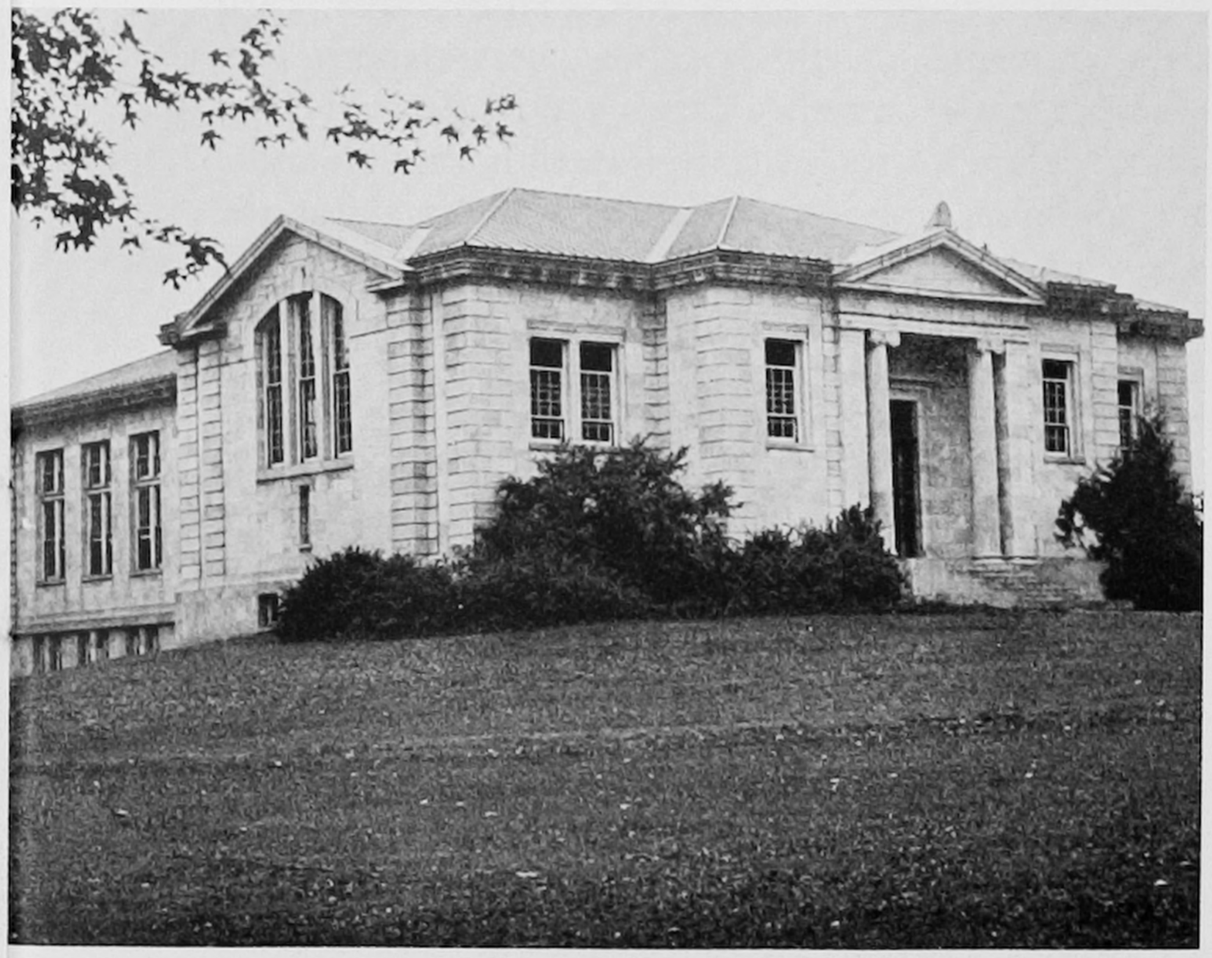
■ Kenneth Bart, '59, and Roxann Macdonough, '59, in Warner Science Library.

April 1800." Succeeding pages contain lists of borrowers, together with a record of books they drew, proprietors' names, the "Catalogue of College Library," etc. First on the list of "Students in the Academy" who drew books stands the name of Harry Chipman, and it is further recorded that on October 6, 1800, he paid in advance to the librarian 50 cents and on the same day drew his first book, "Son of Ethelwolf."* As this Harry Chipman appears in the first catalogue of the College, November 17, 1801, it must have been at least a year earlier that he was a "student in the Academy," which confirms the 1800 date.

This old account book reveals also the interesting fact that the first book entered in the "Catalogue of College Library," along with the other seventeen volumes of the set, is still on the shelves of the Library today. It is Volume I of Dobson's Encyclopaedia, the first American edition, printed in Philadelphia in 1798, the fly-leaf of which bears the inscription, "Middlebury April 1800 College Library No. 1."

With the granting of the charter for the College, financial aid for the little library was forthcoming. About $1,000 was subscribed for the purchase of books, and this amount was divided into shares of $25 each which gave certain privileges to the shareholders. Later these shares were purchased by or given to the College. The number of books grew slowly according to the first librarian's

*This book is unfortunately no longer in the possession of the Library. It appears in the printed catalogue of 1859, but in the first regular accessions book under the number 850 it is marked D (*Discarded*).



■ The Egbert Starr Library in 1900

■ Mrs. Margaret L. Fayer, College Librarian studies the Plans for the additions to the Egbert Starr Library.

report of which there is record. This report, dated August 20, 1835, stated that "there have been added to the Library the past year 25 volumes, thus increasing the whole number from 2407 to 2432." On the discontinuance of the Philadelphian and Philomathesian societies, two organizations that figured prominently in the early religious and literary life of the College, their respective libraries were added to the general collection. For many years the library was housed in the rear of the second floor of the Old Chapel, but in 1881 it was removed to the north division of Painter Hall where it occupied four floors. That year it began a period of progress and real efficiency in the life of the College. Daily instead of weekly opening hours were established, followed by free access to the shelves, the adoption of a card catalogue, the employment of an assistant librarian in daily attendance, the establishment of a reading room with the best of the current periodicals on the tables, a classification and rearrangement of many departments of the Library, and the granting of library privileges to others than those connected with the College. All these, and other progressive steps resulted in a largely increased use of the books.

As the centennial celebration of the College drew near it was hoped that a new library building might be dedicated, and the fulfillment of these hopes was made possible by the bequest of $50,000 from Egbert Starr of New York. To this amount was added $5,000 for the decoration and $5,000 for the purchase of books, by Dr. M. Allen Starr of New York, son of the donor. On

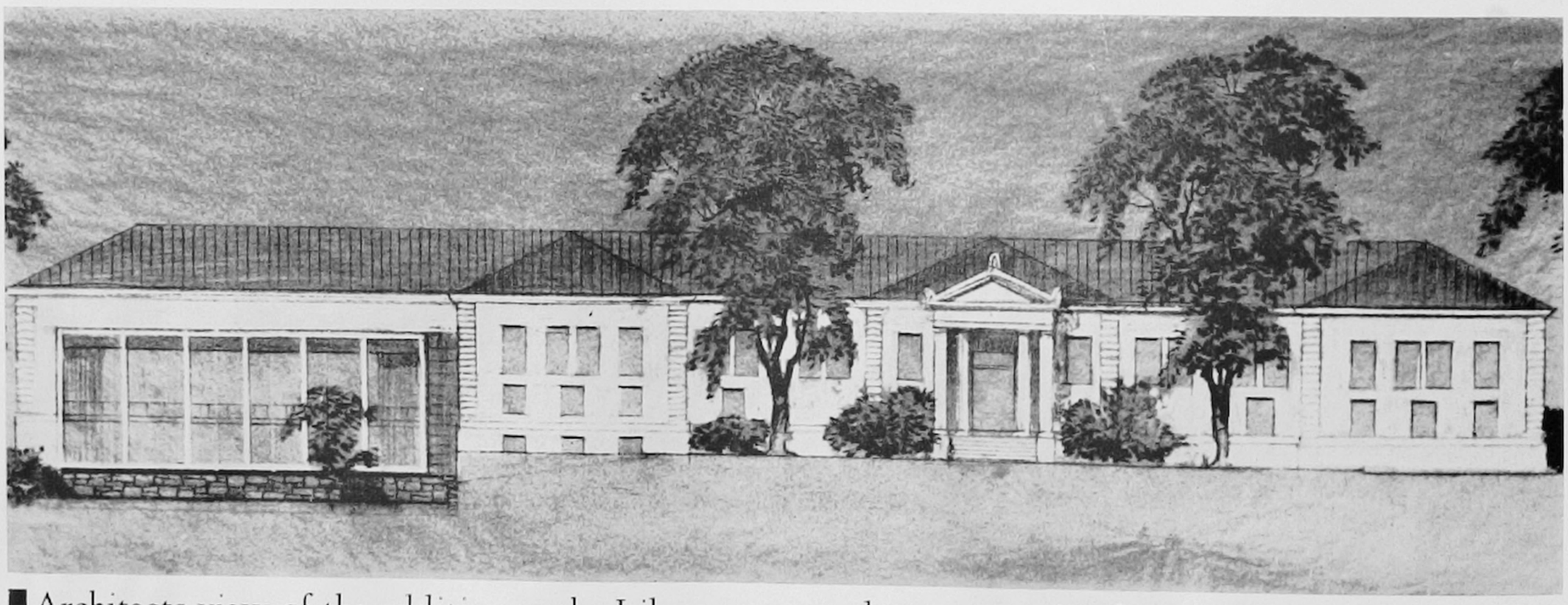
■ President Stratton at the controls of a shovel during ground breaking ceremonies for the Phase I addition to the Library. Observing are, left to right, Egbert C. Hadley and Leon S. Gay, Board of Trustees.

can be secured for faculty research and special student projects. Likewise, the resources provided for Middlebury College students and faculty are available for the Addison County community-at-large, if residents are unable to satisfy their needs through their local public libraries.

In 1797, thirty-six years after Governor Wentworth of New Hampshire had granted a charter to the town of Middlebury, the Addison County Grammar School was established, and a year later a building for it was erected in the little village. At the same time some of the more progressive early settlers, headed by Gamaliel Painter, were roused by a desire for greater educational facilities, and on October 31, 1798, petitioned the General Assembly of Vermont for a college charter. Conditions were favorable to such a plan. The building provided for the Grammar School was large enough for both school and college purposes. The founders of the school had "procured books, appointed an instructor, and collected a number of students."* Jeremiah Atwater, from the younger members of the Yale faculty, had been secured for the principalship of the school, with a view to the presidency when a college charter should be obtained. After many delays on the part of the legislature this was finally granted on November 1, 1800.

Furthermore, in confident anticipation of this happy event, the Middlebury College Library was started at least six months before the date of the charter. This statement may be proved by reference to an old blank book in the possession of the Library, the first page of which bears the inscription, "Middlebury College Library Accounts

*Williams's History of Vermont.



■ Architects view of the addition to the Library now under construction from the front of Old Chapel.

Campus Commentator

REPORTING THE STUDENT SIDE OF MIDDLEBURY NEWS

Members of Professor John H. Clagett's class in Expository Writing were given the Egbert Starr Library as subject matter for a theme. From thirty-nine papers submitted the following three were selected by Professor Clagett as the most outstanding.

A Larger Egbert Starr Library by Barbara E. Blick—A library is an indispensable part of any institution of higher learning. The experience of past ages is recorded there for a student's use. Life is too short to gain first-hand knowledge in every field. Through books, a student can live vicariously and thus increase his store of wisdom. A small library is better than none, but a cramped library is almost as useless as none.

A college library too small to accommodate the number of people who would like to use it almost defeats the purpose of the college. This objective, as I see it, is that of acquainting the student with more educational material than is encountered in the first twelve years of study. This material should be available through the professors certainly, but above all through the library. In this respect the Egbert Starr library is lacking, and an addition to it would mean a great deal to future Middlebury students.

In the first place, this addition would mean more room for studying AND pleasanter surroundings in which to study. This in turn would give the students a bigger incentive to use the library facilities. There would be less crowding in the building, and a student would be less aware of his neighbor. Distance from people seems to aid a student's ability to concentrate and, for this reason, more room would be more conducive to studying.

In addition to this, the student would spend more time near books. Browsing in a library leads many people to discover new material—new at least to them—and often stimulates a person's curiosity to know what lies between the covers of a book.

A larger library will also mean room for more books. At present, if the library does not have a book a student needs, the student must wait several weeks until the library is able to obtain it through the lending program with other college libraries. With more room for more books, much more information would be available on the Middlebury campus, and fewer papers would be overdue or incomplete because of lack of available information.

More books available and better study facilities—this is what the addition to the Egbert Starr library would mean to me. I am only sorry that I will not be here to enjoy it.

The Significance of Having a Better College Library by Richard E. Kim—It is a very pleasant thing to know that a constructive criticism concerning a particular problem is earnestly matched with a thoughtful effort to offer a solution for the problem. Precisely this is now being happily experienced by all on this campus in regard to the expansion program for the College Library. A concrete step has been taken by the College to meet the challenges created by the limited facilities and consequent inconveniences of the Library. An extensive improvement is planned for the Library so that it will be able to offer a better service for the main book-stacks, which will be equipped with a facility for readings-on-the-spot. The reading-rooms will be expanded, too.

In short, we are going to have a library with a "New Look." But, perhaps the most important fact is that we will be able to experience, with the improved Library, that coveted atmosphere of a library in which one can sense a prevailing air of solemness. Indeed what we prize in a library are opportunities to temporarily transcend ourselves in order to have absorbing personal contacts with the accumulations of human knowledges. The present College Library has been unable to make that precious experience available to many of us; but it will in the near future, thanks to the current program of improvement.

Undoubtedly, the contribution of the improved College Library to the Middlebury campus will be a significant one, considered from two points of view. One point of view is that we, as the students of this institution, will be enjoying an immediate benefit of tangible conditions for better study. The other point of view is that we, as the future alumni, will be happy to observe our alma mater maintaining a well-preserved tradition of being a small, closely-knit liberal arts college. For, this College is attempting to prevent an increase in its size, a fact which implies that a main emphasis is given to the improvement in quality and not in quantity. Therefore, the tradition of Middlebury College can best be preserved by maintaining and improving its quality, that is to say, the quality of the academic life of its students. Thus, a far more intense academic quality of the students is the constant aim of this College, whose purpose the Library serves as an important instrument.

Therefore, a prospect for a better College Library provides for us an encouraging significance not only for our present ties with Middlebury College, but also for our future relations with this qualitatively traditional liberal arts institution.

Shall We Study in the 'Libe'? (*suggestions on how to attempt the impossible on the eve of a Pre-A*) by Judy Jacobson—Got a little Pre-A going tomorrow at eight o'clock. A little study action—eh? So, resigned to a gruelling evening with the books, you retire to the privacy and silence of your room. A cursory glance through the open door reveals your home-away-from-home in just the state that might be expected. The tobacco tainted cloud drifts languidly about the congregation consisting of room mate and every neighbor who could conceivably find lounging area on the beds, floor, desks, and window sills. While the invaders rabidly devour the contents of your mother's latest care package, they wage verbal war over Frank Mahr's recent shipment of "stretchies" and wine skins, the Barracuda's cheeseburgers, and the Town Hall's current Italian film. Duke Ellington in the background beats out a really moving hi-fi rendition of "Caravan." Certainly it does [*Continued on page 41*]

July 3, 1900, during the commencement exercises, occurred the dedication of the central portion of the present building, including the rear bookstack extension, with an address by Professor Brainerd Kellogg of the Class of 1858, who took as his subject, "Books, Their Contents and Their Uses."

This was one of the buildings that for twenty-eight years served the intellectual interests of Middlebury College. However, after fifteen or twenty of these years, during which time the growth of the College and of its library collection had been great, the accommodations for both readers and books became inadequate and in 1924 steps were taken to add a wing at each end of the building. Again Dr. Starr proved his interest by the generous offer of enough funds to carry out desirable plans and in May, 1927, ground was broken for the new wings. They were dedicated on June 16, 1928, during the Commencement period. The simple ceremony included also the dedication of the Julian W. Abernethy Library of American Literature, the main feature of the east wing, and the gift of Frank D. Abernethy of Burlington, Vt., in memory of his brother, Dr. Julian W. Abernethy, an alumnus and trustee of the College, who in August, 1923, bequeathed to the College his private library of about 5,000 volumes in American Literature, many of which are rare first editions.

President Paul D. Moody presided at the exercises and opened them with prayer. Dr. I. C. Smart of Burlington then followed with an eulogy of Dr. Abernethy, and Dr. Starr spoke briefly of libraries as they existed 4000 years before Christ and down through the middle ages. Professor Charles B. Wright was the third and last speaker. In his few choice words of reminiscence, of comment, and of appreciation, he unified and summarized the various elements and interests that make up the Middlebury College Library as it was then known and concluded with this quotation from the humourous poet of the Centennial celebration:

Some men swear by Jove or Juno,
Some by Venus, some by Mars,
But our Alma Mater—you know—
Says, quite simply, 'Bless my Starrs.'

The new wings carried out the simple classical style of the older work and were built of the same bluish white Vermont marble.

In 1952, realizing the need for an addition to the Library, the College employed as consultant Dr. Joseph L. Wheeler, himself a former librarian, specialist on library buildings, and co-author of the best book on the subject. Dr. Wheeler spent considerable time in consultation with the Librarian, members of the Library staff, the faculty Library Committee (who had previously polled the entire faculty as to their suggestions) and submitted a report in December of that year, in which he analyzed the problem and suggested several solutions.

One of these became the basis for the plans which were drawn up, in 1957, by the architectural firm of Shepley, Bulfinch, Richardson and Abbott of Boston. These plans were then changed and modified somewhat, and the final version was approved by the Trustees earlier this year. On August 5, 1958, bids for the building contract were opened, and on August 13th, excavation for this long-awaited and sorely-needed addition was started.

This present project is Phase I of the complete plans and is a four-story addition providing 164 seats at tables and carrels, plus three seminar rooms, four typing booths, and a multi-use room. A large reading room on the first floor will contain 19 carrels and 30 seats at 5 tables. In addition, it provides space for 43,000 volumes.

Phase II, as presently planned, is the complete renovation of the present building and reallocation of space. At this time the Abernethy Library will be moved to the opposite wing of the present building, with other special collections housed on the floor above, with a large open stairway leading to it. The new room will duplicate the original as closely as possible. The present main reading room will provide space for lobby, exhibit area, card catalog, with consulting tables, newspapers, etc. The present Abernethy Library will be converted into a reference room, with files of microfilm and a microfilm reading room adjacent to it. Stacks on the main floor will be removed to make room for office space, thus bringing together functions of the Library currently scattered on three floors and at extreme ends of the building.

Phase III will round out the addition with a new Reading Room and extended stack area.

The start of construction on Phase I during the past summer was made possible by generous response from individuals, foundations and corporations in answer to the Special Gifts efforts of the College's Development Program Committee. Special Gifts and pledges for the Library now total $582,256 (*Oct. 1, 1958*) and made possible the start of the construction of [*Continued on page 40*]

fairly inaccessible. This has resulted in considerable inconvenience to the reader and waste of time by staff members in procuring the material when needed. Such material does not receive the proper care, is more subject to loss, and cannot be considered to be readily available. Also stored material is often overlooked by the student who goes directly to the stacks, expecting to find there all the material the Library has on the subject of his interest.

Q. *Does the Library have a policy of "weeding," i.e., disposing of superseded material?*

A. Yes. Older editions are usually withdrawn when a new edition is acquired. Department heads are encouraged to go over the collections in their fields regularly and to suggest books which are no longer of value. Last year, for example, 4440 volumes were added to the collection, and 1274 were withdrawn.

Q. *What disposition is made of these withdrawn volumes?*

A. If the department concerned wishes to have them for use in the office, they are sent to them. If not, they are sold.

Q. *How extensive is the purchase of microfilm by the Library?*

A. All periodicals to which the Library subscribes and which are available on microfilm are kept in that form. Also the Library has the *New York Times* on microfilm from 1914 to date. Two microfilm readers are now in the Library. In the addition, a separate microfilm reading room with three readers is planned.

Q. *How many years do you believe the proposed addition will serve the needs of the College?*

A. Studies in the growth of book collections in college libraries indicate that every college library building in the country had become inadequate within 20 years of its opening since these collections on the average double themselves every 13 to 22 years. Our present building was built in 1900, two wings were added in 1928. The proposed addition, assuming a future student body of 1400-1500, should certainly be adequate until 1985.

Q. *Why do the plans provide for a reallocation of present space?*

A. The present reference and main reading room is really a passageway to other parts of the building, and will be such increasingly with the addition of more space—obviously not the most desirable area for study. Staff work space is presently scattered on three floors, resulting in considerable inconvenience to the staff and loss of time (with consequent increased cost) in processing. All special collections (Abernethy, Vermont, rare books) are currently supervised by one Curator and can better be handled if housed in one wing. Such arrangements will also enable us to close off this wing during slack periods, such as college vacations when the Library is open for limited use.

Q. *Will it be necessary to close the Library during rebuilding?*

A. Realizing the importance of the availability of its vast store of material to faculty and students, every possible effort must be made to maintain its service throughout rebuilding.

Q. *Do students at Middlebury make more use of the Library than at other colleges?*

A. The answer to this question cannot be determined under present overcrowded conditions. Students are frequently obliged to sit on the floor or on the stairs—a situation not conducive to study. It is impossible to estimate the number of students who would use the Library if adequate facilities were available. This is one of the most important deficiencies we hope to rectify in the enlarged building.

Q. *What effect does the existence of the Language Schools and the School of English have on the Library?*

A. Since these are essentially graduate schools, their needs are different from those of the undergraduate college. As a result of their presence on campus, the book collection in these fields has been greatly enhanced. However, their needs for quiet research areas, typing booths, lockers, etc. have not been met. The new building will correct this.

LIBRARIAN OF COLLEGE LIBRARY — Mrs. Margaret L. Fayer

IS INTERVIEWED BY
THE NEWS LETTER ON . . .

MIDDLEBURY'S LIBRARY PROBLEMS

Q. In what ways is the present College Library inadequate?

A. In three major ways—seating space is needed for at least an additional 300 readers; greatly increased shelving space is required for a constantly growing book collection; more space for the library staff with more efficiently planned work areas. The current trend in education requires much greater use of the Library than was required 25 years ago. Students are encouraged to read widely in diverse books rather than to adhere solely to one assigned text.

Q. What additional services should be available in the proposed addition?

A. Plans for the new area include typing booths, seminar rooms, listening rooms, carrels, microfilm reading room, faculty studies, etc.—all of which are considered essential in modern library buildings.

Q. Will the addition require a greatly increased staff to serve it?

A. We do not anticipate that it will, since it will be much more efficiently planned and will thus effect economy of time and personnel. Of course, in time the addition of new services may result in some increase of staff to handle them.

Q. Do students use the Library as a study room? If so, could not some other provision be made for them which would be less expensive than the proposed addition to the Library?

A. It is true that students sometimes come to the Library to study their own textbooks. This seems to us quite appropriate. The atmosphere of a well-planned efficient library is most conducive to concentrated study. In addition, it is rare that a student studies for any length of time without needing to use some library materials. And lastly, since it is our aim to induce students to read more widely, it is desirable that they spend as much time as possible in the Library.

Q. What do you consider to be the role of the Library in a small liberal arts college such as Middlebury?

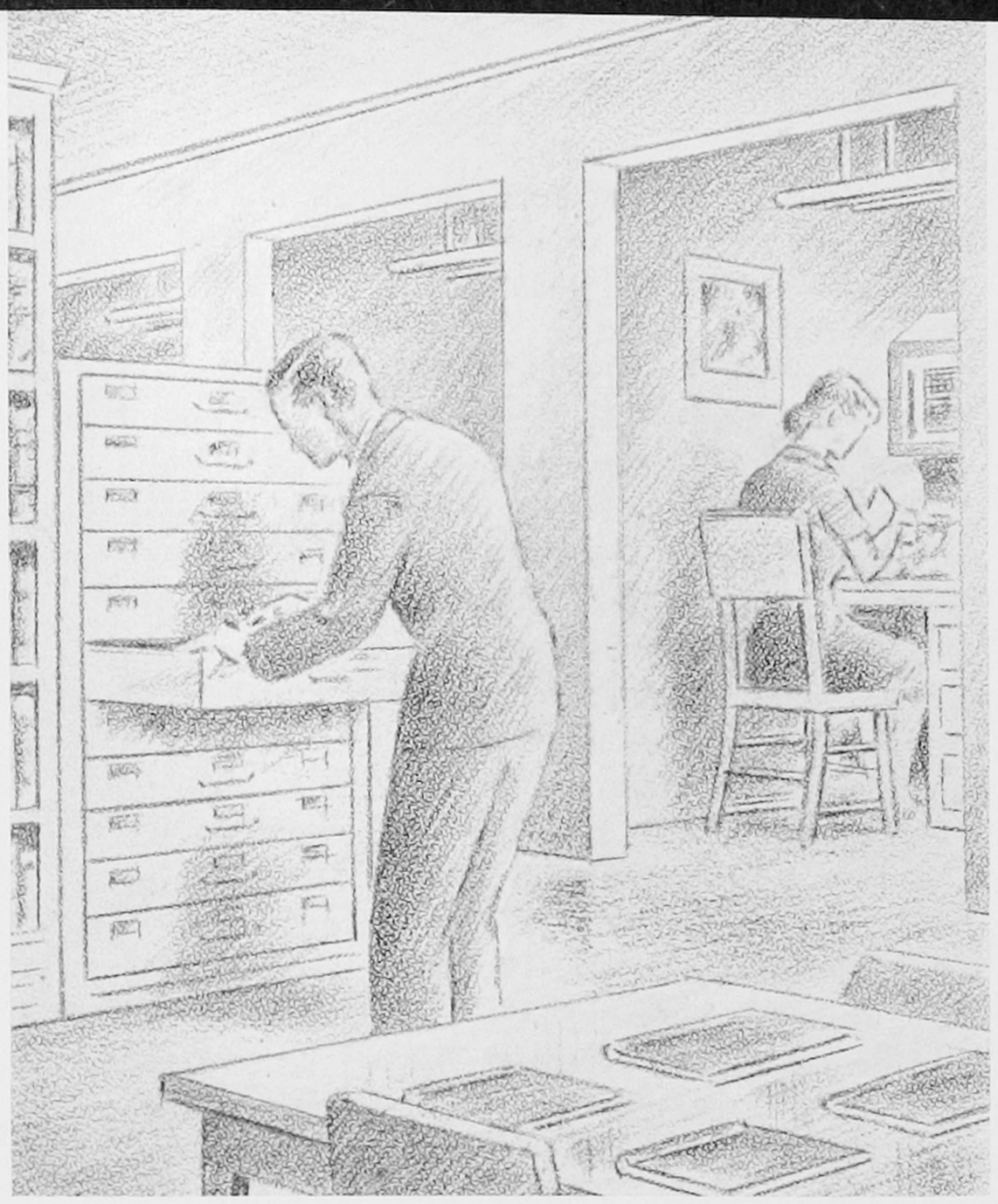
A. The College catalogue states that "It is the aim of the Library to provide as effectively as possible for the intellectual needs of student and faculty, to encourage recreational reading, and to stimulate a love of good books." This is what all progressive college libraries attempt to do. In view of Middlebury's emphasis on the Humanities and since it has an above-average student body, the Library's role in the educational program is indeed an important one and cannot be over-emphasized.

Q. What is the policy with regard to branch libraries housed elsewhere on campus?

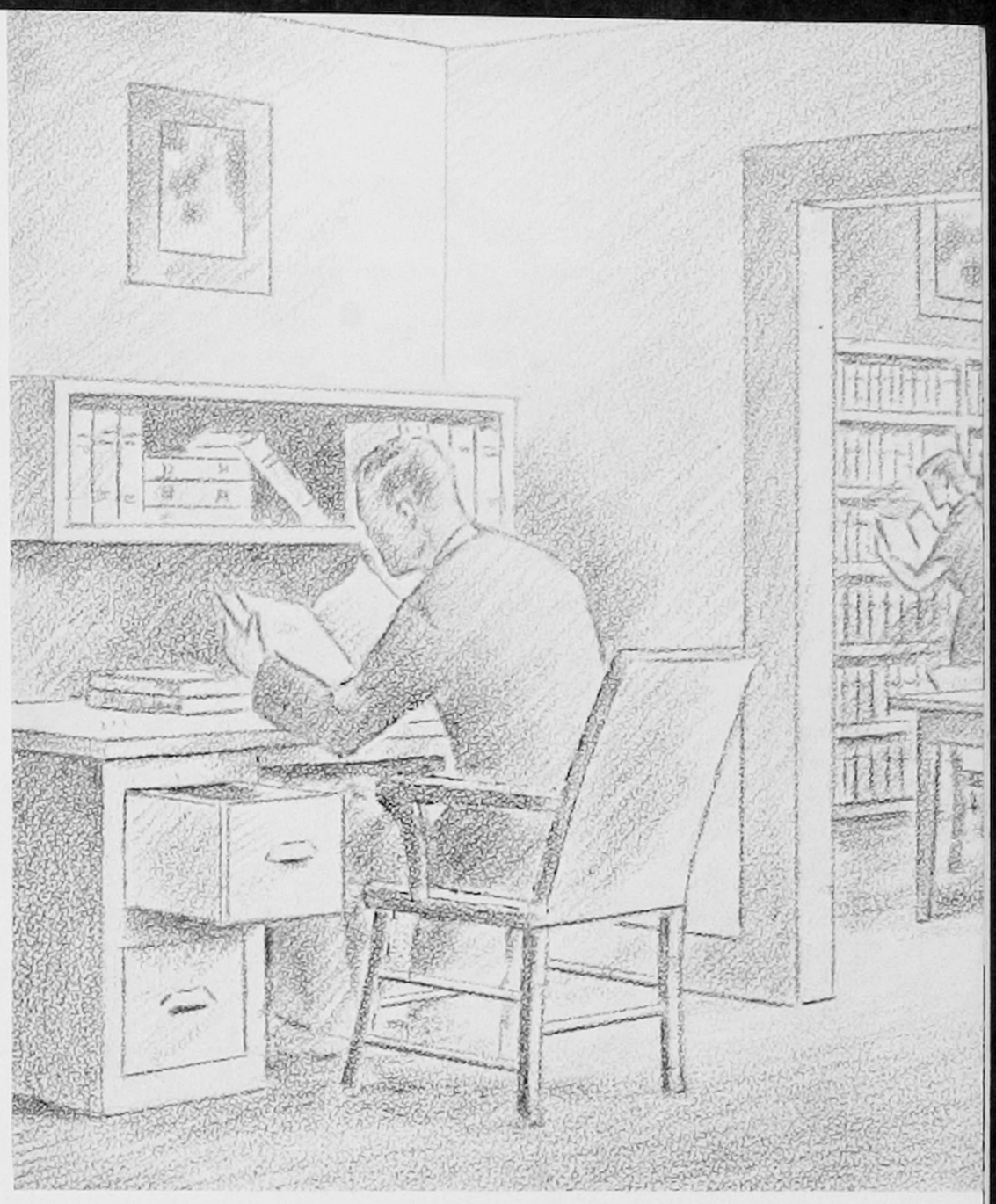
A. Two sizeable branch libraries now exist—in Warner Science Hall (serving the departments of Biology, Geology, Geography and Drafting, and Physics) and in the Chemistry Building. Further splintering of the collection is highly undesirable for several reasons. Such libraries cannot be as carefully supervised, trained personnel is not available to assist the student in his research, and much unnecessary duplication of material is bound to result.

Q. Would not storage of little-used material solve the problem of additional stack space?

A. For some years it has been necessary to store material in several places on campus—all of them

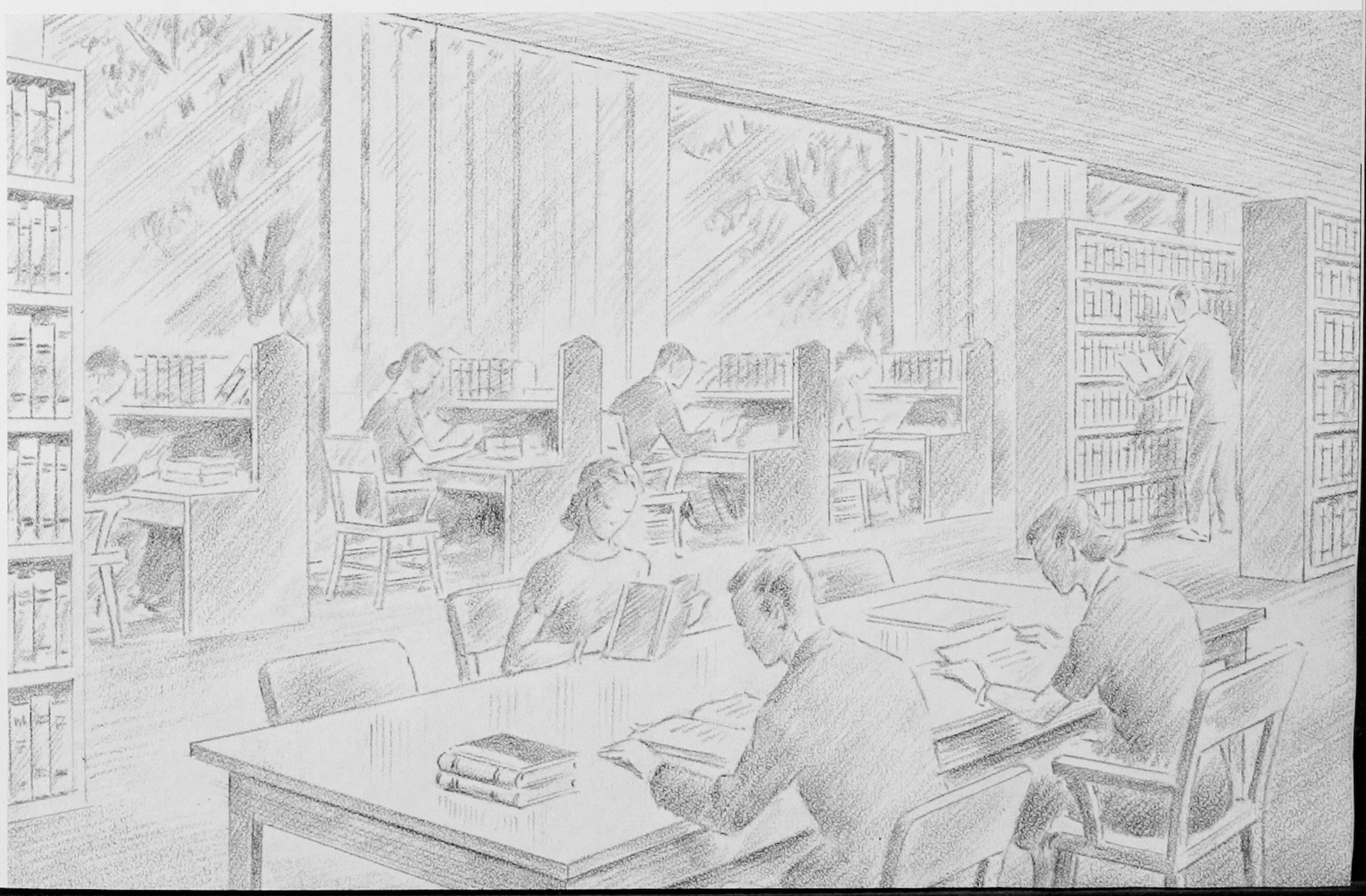


A microfilm room will enable students and faculty to utilize valuable material which is generally inaccessible in any other form. Complete film files of the *New York Times* and other important papers and documents will be kept here for efficient use and study.



Faculty studies are important to the College's faculty members who must have quiet areas where they may pursue research requiring intensive use of books and documents. Eight of these small comfortable rooms will be in the new addition to the Egbert Starr Library.

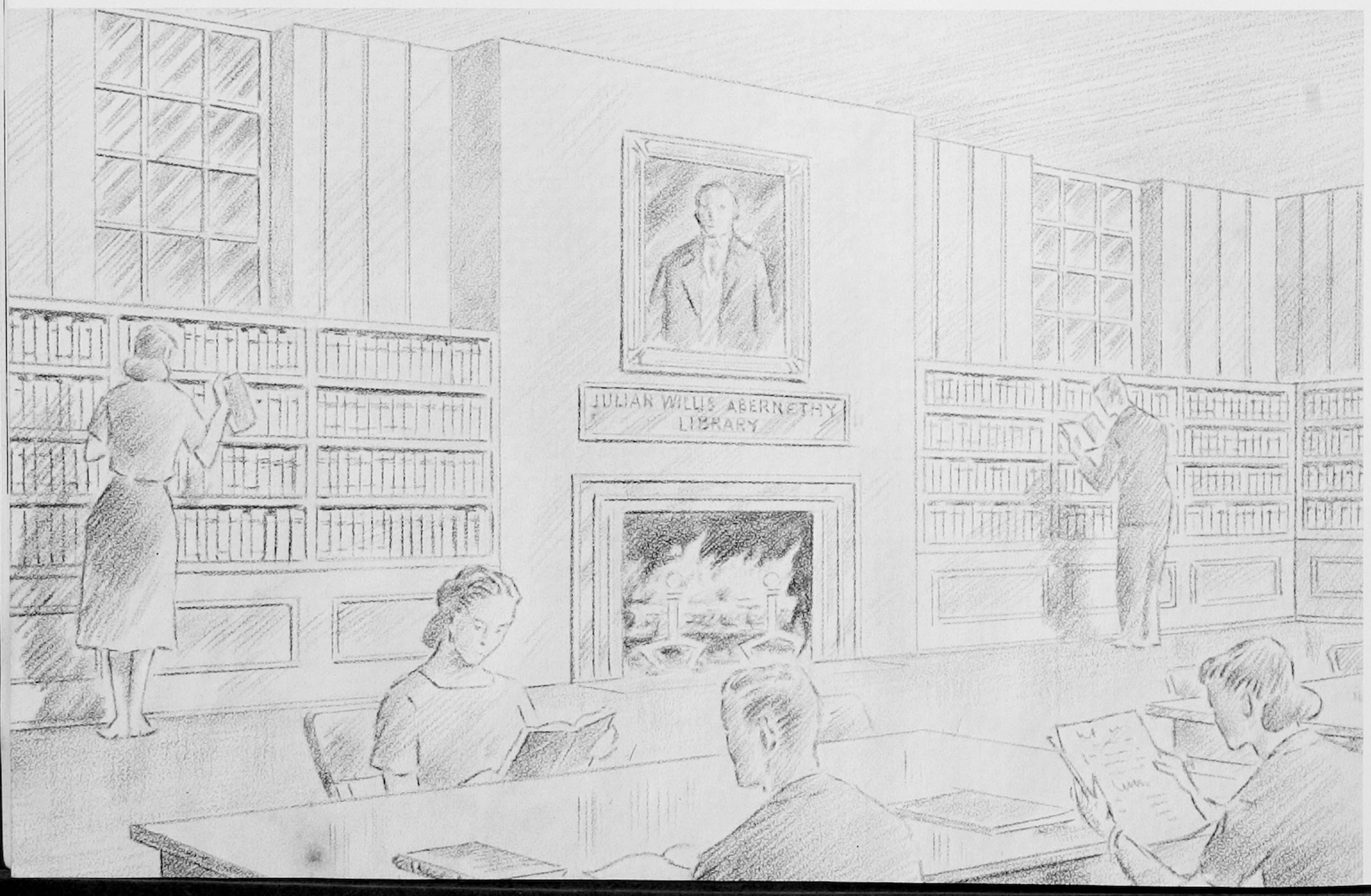
Stack and reading areas in the new addition to the College Library will be interspersed in accordance with modern library practices. For the first time carrels (individual study desks) such as pictured below, will be available for student reading and research.



With the moving of the Abernethy Room (*as described below,*) the reading room located above the new Abernethy location will also be renovated so as to provide ample room for study and browsing in an area which will serve as an adjunct to the Abernethy Room. Special collections now scattered throughout the library at present will be housed here.

NEWS LETTER ARTIST'S SKETCHES OF SOME AREAS

The Abernethy Room will be moved into the present reserve book area which will be renovated (*as shown below*) to continue the same atmosphere for which it has been noted for many years. The renovations call for wood paneling.



is to be effective. By quality of space I mean the esthetic design and the practical efficiency of the arrangements. A library should be both beautiful and efficient. A library that is a dark and dreary hole, with gloomy and oppressive walls, can be a hindrance to the average student as he applies himself to his work. I realize, of course, that when a person is deeply absorbed in a book or a paper his surroundings fade from his consciousness and he inhabits a world constructed at will by his own imagination; he is free from immediate influences. Nevertheless, I feel that for many people spacious, light, and airy surroundings can act as an inducement to enter the interior world of thought. For this reason I welcome the decision to use broad expanses of glass in the new addition running from floor to ceiling. The sense of lightness and freedom that large vistas provide to the eye may also serve as a psychological and esthetic stimulation to a parallel freedom and expansiveness of thought.

The practical efficiency of the plan is also important. At present the librarian and her staff must do their work in several rooms scattered about the building, and, according to their experience, it is difficult to work well in such a spread-out arrangement. Their quarters are not well located for the most efficient work.

Naturally the students are affected by this even though they may not notice it. When the staff does not function as well as it might the student does not receive all the help he might. The manifold services rendered to the reader, the book-seeker, to the periodical-searcher and the catalogue-puzzler are less than the best. The new additions wisely include a rearrangement of the staff work-area, new and much needed stack space for the books, and other behind-the-scenes items that will all add up to quicker and more effective assistance to the student.

A parallel benefit which directly assists the teacher is the provision in the plans for seminar rooms in the new areas. This will bring the class and its discussions into ideal proximity to the sources of reference and the tools of research in a modern library as well as provide more much-needed classroom space.

All in all, then, as a teacher I expect better work from my students (and from myself as a frequenter of the library). Obviously a building by itself will not produce scholars. No one can force a person into scholarship and learning if he does not inwardly desire to learn and to know. Yet, for those who sincerely wish to make the most of their study time the new additions should be an invaluable assistance, and I can only applaud and thank those who have planned them and raised the money for their construction. The next thing I, as a teacher, would like to see us provide is more money to buy more books—but that is a subject for another article. Let's build the new shelves first and then try to fill them.

Faculty Notes

TWELVE new faculty members have joined us this fall and in addition we have welcomed three former teachers who have returned to our classrooms and two others who have been promoted from part-time to full-time responsibilities. Professor Sholes (sociology) and Dr. Freeman (French) are enjoying sabbatical leaves; Professor Walter Bogart has returned to his chairmanships of the political science department and the social science [*Continued on page 41*]

■ New members of the Faculty are (*left to right*): *seated*—Mr. Whittier, Mrs. Abbott, Mr. Nuner, Miss Galvagno, and Mr. Warner; *standing*—Capt. Chabot, Major Knight, Mr. Verbeck, Mr. Lindenfeld, Mr. Reiff, Mr. Blimberg, Mr. Baldwin, Mr. Malmstrom, Mr. Rowan, and Mr. Watkins.

with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*
Dr. Marion Shows, *Guest Contributor*

I have asked Dr. Shows, Assistant Professor of Religion and Philosophy and Chairman of the Faculty Library Committee, to give you his views and impressions of what improved library facilities mean for Middlebury teachers.
J.G.B.

I HAVE been asked to describe the chief benefits which I, as a teacher, expect from the new additions to the library.

My answer to the question is brief and simple: More space.

This answer, however, is probably too brief and simple to be helpful. If you are not currently a part of a college community the necessity of space most likely does not impress you deeply. Therefore my remark requires some elaboration and justification.

Consider then the following points:

1. A college is a community of students, and as the word itself suggests, students are ones who study. But in modern studies a wealth of tools is required, and the chief laboratory in which those tools are found is the modern library. The text book alone is an inadequate tool for learning. To study effectively the student must also have at his elbow, ready for immediate use, periodicals, micro-filmed materials, exhibits, bibliographies, standard reference works, and above all, books: hundreds and thousands of books of all kinds and descriptions. These tools make education possible —and only a library can provide them.

The essential point is that the student must be able to avail himself of these tools, and it is here that the problem of space becomes urgent. Here at Middlebury we have come to the point where our present library facilities are seriously overcrowded. Obviously this is a barrier to real study. As the student searches for much-needed resource material he finds that space in which to use them is difficult to find. Therefore he may neglect to make the best use of the library facilities and seek a short cut to fulfilling the requirements of his courses perhaps by studying simpler or predigested or less rewarding books in his room or elsewhere on campus.

It is true, of course, that brilliant and creative work can be done almost anywhere—theoretically. It is said that during World War II the housing shortage in England forced Charles Williams to write his novels sitting in the bathtub with his papers on a board stretched across it, but few of us have such zeal for our work. Most of us can do our work better in surroundings designed especially for it. Besides, the main point is that a library is a unique kind of institution. It possesses resources of learning that cannot be found in any other place. If the student is hindered in his access to these resources then his education and the quality of the work he produces must inevitably be endangered. At Middlebury we sometimes confront such a hindrance. One obvious example is the way some of the documents possessed by the library are presently housed around the campus. A large number of periodicals and of government documents are now stored in the basements of Forest and Hepburn halls and while it is possible for a student to use them by securing permission to go to the storage places or have a messenger do so for him, obviously many will follow the line of least resistance and not bother. Thus valuable reference works are made difficult to use.

The new additions to the library, then, plan to remedy such shortcomings and make all our material available in useful form and location. The plan to provide space in which typing is permissible is an obvious gain. In the modern day of mechanization many of us can write or take notes best with a typewriter, and when we cannot use it with library resources we feel inefficient in our work.

As a teacher, then, I welcome the new additions to our library enthusiastically. I see in them one more step in the ever-continuing process of improving our standards at Middlebury, namely, a step in the direction of bringing students directly into contact with the wealth of our culture in its indispensable repository, the library. The addition of more space for work, for book stacks, for periodicals, for collections, for seminar rooms, contributes to this meeting of the mind with the knowledge that educates it. My optimistic expectation is that with the addition to and improvement of our library the quality of work I receive from my students should improve.

2. A subordinate, but nevertheless important, point is that the proper quality as well as the proper quantity of space must be provided if study

to share with these young people the books which he has enjoyed and which he thinks will give them pleasure. And this sharing can begin when the children are very young.

"Mother Goose" is the classic with which most people begin. In recent years some persons have deplored the "cruelty" in some of the rhymes and have tried to rewrite them. Fortunately these attempts have never been successful. And indeed, most children take things pretty much in their stride and the lilting rhythm of the verses is more important to them than the fact that it might be painful to have a blackbird nip off one's nose!

Children love color, and picture books today are more gay and beautiful than ever. Besides sharing the old favorites of Leslie Brooke, Randolph Caldecott and Beatrix Potter with our children, we'll find new ones too. The Petershams, the Haders, Marjorie Flack, Robert McCloskey and many others are enjoyed by young and old. And the hilarious books of Dr. Seuss are as much fun for the reader to read as for the young listener to hear.

Even at an early age children like to hear about real things and simple books dealing with all sorts of information are a boon to those parents who hear constantly, "Why, Mother?" or "Why, Daddy?" from these young seekers of knowledge. One young borrower remarked to this librarian one day, "I suppose you pick up a lot of knowledge just by being around here." But it takes more than just being around books and parents are going to have to share these informative books as well as the stories with their children if they hope to keep up with them at all. It's not uncommon for a nine year old boy to inquire casually of the librarian, "Where do you keep your books on nuclear physics?"

■ "But, Grandmother, what BIG eyes you have!

York Gazette & Daily

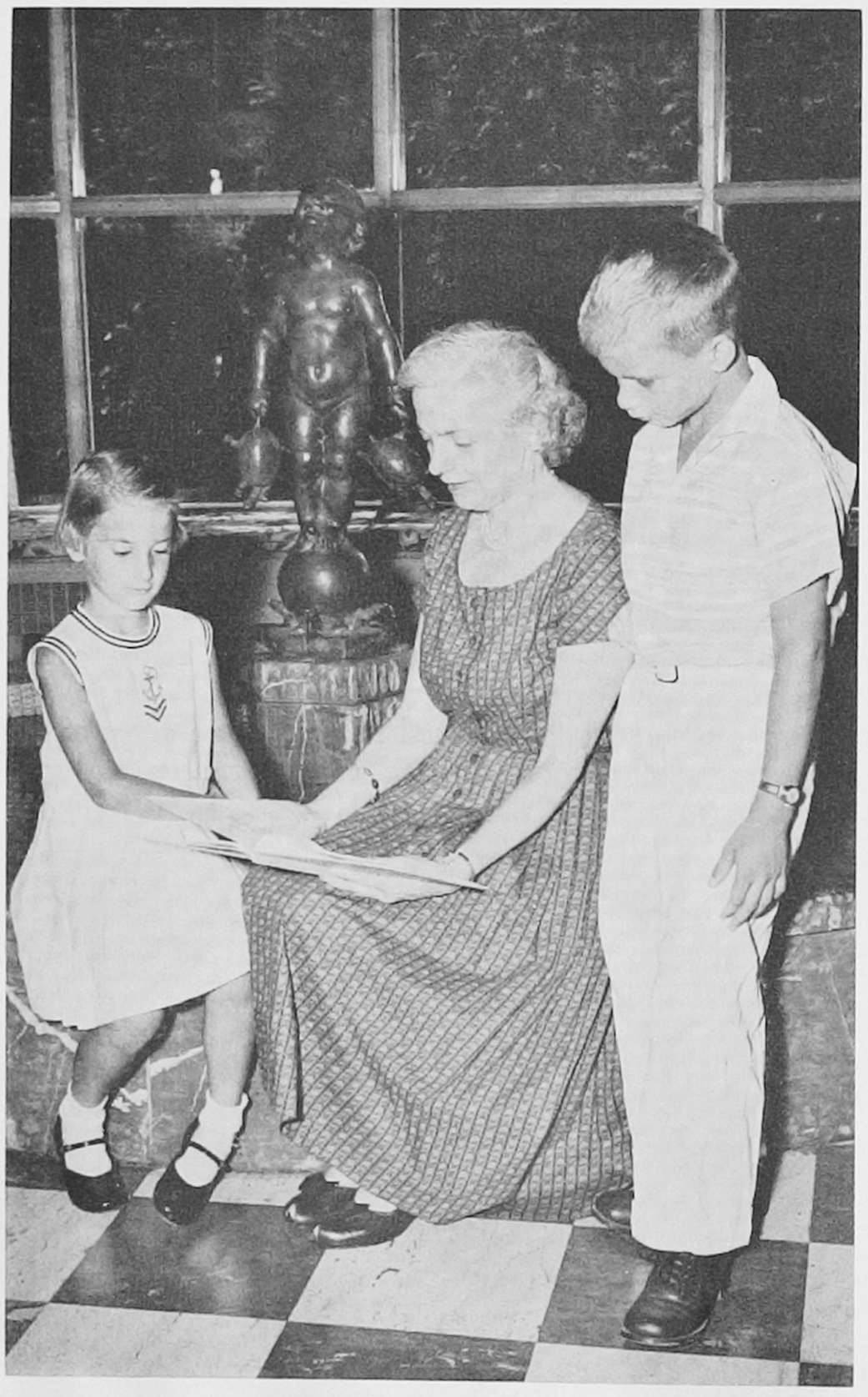
■ Cerebral palsy children enjoy a story during a rest period while on a farm visit.

■ "Standing Room Only" at a typical Story Hour.

■ Interested listeners at a Story Hour

Sharing Books With Children

By Janette Woolsey, '25



■ Janette Woolsey and two young Library borrowers share a favorite picture book.

Nowadays when we stop in a book store or visit our local Library and see the children's books on display, it's hard to realize that it was not too long ago when children's books as we know them now were non-existant. But this was indeed the case and it was not until John Newbery, an eighteenth century London bookseller and printer, began publishing books for children, that a new trend was established which was to progress until it achieved its present stature.

Today children's books seem literally to pour from the publishers and the selector of a children's book feels somewhat as the little old man in Wanda Gag's classic "Millions of Cats." In search of one little cat for his wife he came upon a hill which was covered with millions of them and each one was beautiful in a different way. He couldn't make up his mind which one to choose and he ended up by choosing all of them.

But this solution does not solve the problem of book selection. And actually, narrowing the choice down to the particular books which are going to meet the needs of the children for whom they're intended, is a fascinating study.

There are many different reasons for our final choice of books. But let's not be like the woman who was observed in a book store trying to decide which books to buy for her daughter.

"No," she said, holding up two books the clerk had suggested and looking at them critically, "these book jackets simply wouldn't fit in with the color scheme in her room."

One great satisfaction in buying children's books or borrowing them from the Library is that they don't have to be brand new titles just hot off the press. Grown-ups like to discuss the latest best seller across the bridge table but as someone has said, "It doesn't matter whether or not a children's book is old—we always have new children." Sometimes, in the Library a mother will say to her little girl who is insisting on taking out a battered, dog-eared copy of an old favorite, "Look here, darling, here is a brand new book. Why don't you take this one?" "But Mother," her child explains patiently, "don't you understand? *This* one must be good. So many children have read it."

Everyone who has had an experience particularly pleasurable likes to share that experience with someone whom he thinks will enjoy it too. Perhaps it's a good play or it may be a trip full of scenic wonders. Just so, anyone interested in children be he parent, teacher or librarian loves

What About Russian Education?

By Dr. Howard M. Munford, *Professor of American Literature*

If I read the current climate correctly, we are witnessing a shift from the McCarthy days when everything Russian was anathema. Distrust remains but it is mixed with a grudging admiration of Russian achievements and a suspicion that the Russians may have surpassed us in the production of scientists and technicians. Various journals and newspapers suggest that we take a close look at Soviet education while our growing uneasiness over the state of American education sharply increases.

For the purpose of investigating university education in the Soviet Union, the United States State Department this past summer sent a delegation of twelve college and university professors to Russia, six from the natural sciences and six from the liberal arts. I was a member of the liberal arts group.

What we saw was indeed impressive. The great, towering skyscraper of Moscow University with its 22,000 rooms and 16,000 students dominates the skyline of Moscow. It is not only impressive, it is overpowering. When at night it is illuminated for some special occasion, such as the arrival of the President of Czechoslovakia on a state visit, it is an incredible sight. One has to see it to believe it.

The Russians are intensely proud of this educational plant. As they show it to you, they are disappointed if you don't exclaim in astonishment, and I did not disappoint them. But after going through it (not all of it by any means; how long would it take to go through 22,000 rooms?) and talking with members of the administration and faculty, I was oppressed and depressed by this monstrous rabbit-warren. It was not only the size that depressed a professor from the small college in Vermont, it was the coolly efficient way in which the Soviets have taken their greatest natural resource, the minds of their students, and set about developing these minds to their maximum productivity.

The pattern is established in Moscow. The State Planning Committee decides that the country needs so many thousands of physicists and mathematicians in the next few years. The word goes out and quotas are established for each of the particular universities, and the required number of physicists and mathematicians are provided. I mention physicists and mathematicians because at each university we visited I asked which department of the university had the largest number of students and received the same answer: physics-mathematics. That was a sure way to find out the direction Soviet planning is taking. "We are the first society in the world to be governed wholly by science," proudly exclaimed a Leningrad professor.

The Russians assert that there are no substandard schools in the Soviet Union. To check on this, our delegation requested permission, which was granted, to visit the newest of Soviet Universities, the University of Frunze in the Republic of Kirgiz in the remote fastnesses of Central Asia. Forty years ago, Kirgiz was 97% illiterate. The Kirgizian people did not even have a written language. Today they not only have a University, but also a Medical School and an Academy of Sciences and have achieved nearly 100% literacy. "We offer a prize," said the Minister of Education, "to anyone who can find a child between seven and twelve in the Republic of Kirgiz who is not in school. American visitors are eligible for this prize."

The quality of the work in the University may not be as high as that in Moscow, but it is remarkably good. The scientists in our group who visited the laboratories and talked with the professors concluded that the training in science being provided in Kirgiz is on a level with that of the average American university. The Russian boast of uniform standards throughout the country was not too far wrong.

What about the humanities, or the liberal arts? In Frunze I spent the day with a professor of English who could not speak English. In asking what courses were given in the liberal arts or what courses all students are required to take, one received the same answer, whether in Leningrad, Moscow, Kiev, or Frunze: The History of the Communist Party, Dialectical and Historical Materialism, The Foundations of Marxism and

But even in this age of space and scientific facts some children still love the stories that begin, "Once upon a time—" and that end" —and they lived happily ever after." And this is as it should be. Children who never meet "Cinderella," "The Sleeping Beauty" or "Tom Thumb" will miss something too. And we who enjoyed these "old stories" when we were young find pleasure in introducing them to our "new children" now.

Along with the traditional tales there are many new stories which are excellent for reading aloud times. A. A. Milne's "Winnie-the-Pooh," E. B. White's "Stuart Little" and his "Charlotte's Web" are excellent family fare. Hugh Lofting's "Doctor Dolittle," Pamela Travers' "Mary Poppins," Robert McCloskey's "Homer Price" and Laura Wilder's "Little House series" are some that have been enjoyed this way. And of course don't forget "Alice in Wonderland," "The Wind in the Willows," "The Peterkin Papers" and "Just So Stories."

Sometimes as grown-ups it's hard to remember that we haven't known always of famous historical persons. But if we try, perhaps we can recall the first time we read about some national hero and how excited we were. One day a little girl came up to the library desk to return a book about U. S. Grant. This book written for younger readers is from "The Childhood of Famous Americans series." The first part is a fictionized account of his childhood and the last chapter tells of his later years. Laying the book on the desk the child breathed deeply and said emphatically, "Boy! Was that a good book. And was I surprised when he got to be President! !" What better time is there than during the formative years of a child's life to offer him books about real persons whose courage and achievements are inspirational?

If you suggest a book of poetry to the average adult the chances are that he will shy away from it and say to you, "Oh, no! I don't care for poetry. I just don't understand it." But children start out loving poetry. "Mother Goose," "When We Were Very Young." "Child's Garden of Verses" all well known collections usually are read to children at an early age. But poetry reading should not stop there. It's so easy to continue with Elizabeth Coatsworth, Rachel Field, Elizabeth Madox Roberts, Carl Sandburg, Sara Teasdale and Walter De La Mare. And of course don't forget Middlebury's own poet Frances Frost whose love of nature is so vividly expressed in poetic pictures. Children need to have poetry read aloud. And once they're familiar with its sound and rhythm, it's an easy transition for them to read it for themselves.

When children become proficient in reading they enjoy reading their own books silently. But this doesn't mean that you still can't enjoy your child's books with him. Knowing what he is reading and being able to discuss it with him establishes a feeling of real understanding and confidence. Even teen-agers, independent as they like to feel, will seek advice for a good book if they know you can be trusted to select one to their liking. And what a pleasure it is to introduce young people to fine literature and have them come back to you to ask eagerly, "Can you suggest another book just like this?" Exciting adventures, fine stories of romance and historical novels and interesting biographies are all there just waiting to be read. And a suggestion from an interested parent, teacher or librarian is all that's needed and you've made another friend for a fine book.

A note of caution however, should be injected for those who have forgotten at just what age they enjoyed certain books. One father who brought his ten year old son into the Library insisted on the child taking "Ivanhoe" home with him. Waving aside the remonstrances of the librarian he said, "I liked it when I was a boy. My son will like it too." But a day or two later he brought it back explaining, "I guess I must have been older than he is when I read it." How much better to start off with Howard Pyle's "Men of Iron" before tackling "Ivanhoe" which looked formidable even to an earlier generation not brought up on stream-lined books and automobiles!

But how and when can anyone find time for all this reading? In this day of Boy Scouts, Girl Scouts, Cub Scouts, Brownies, dancing lessons, swimming lessons, music lessons, band practice, football practice, baseball practice, the inevitable homework and last but not least TV, books may seem destined to be cast aside. Not so at all! Children still like to read and Library statistics will bear this out. And what children like to do they'll find time for. Many parents and educators are worried and rightly too about the amount of time spent in TV watching. But this has some good effects too. Children have become amazingly well informed and many requests for information received at the Library are from children whose curiosity has been stimulated by a TV program. And they have learned (*Continued on page 41*)

the PRESIDENT'S Page

Freshman Address delivered by President Stratton on Sept. 14, 1958.

In welcoming you, the Class of 1962, which I do most sincerely, I can say that you are a unique class. Of course I can say this year after year, and I have. I can say that you are unique because this year you come from 26 different states and the District of Columbia and several foreign countries, and from 260 different schools, divided about equally between public and private schools. Seventeen members are sons or daughters of Alumni, and 29 of you are related in other ways to Middlebury graduates. One of you is the great great grandson of an alumnus of the Class of 1832, and another is a great granddaughter of a former trustee of the College. Thirty-one of you were first or second in your Secondary School class, and 67 of you were members of scholastic honor societies. From your records I also note among the men 27 captains of sports, 17 class presidents, 21 newspaper editors, and such divergent hobbies as broncho busting and reptile collecting. I might add that there are no married men in the freshman class. Without quoting statistics, I know that there are among you skiers and skaters, musicians, and talented actors and actresses.

But these statistics differ only slightly from previous years, and as a matter of fact, we are proud to say that in general you conform to a pattern of intellectuality, character, and motivation that Middlebury College had set as its standards long before you thought of higher education.

However, in one sense truly you are unique. You are the first class to enter Middlebury since *Sputnik I* propelled all of us into a space age. Whether you realize it or not, this does differentiate you from all previous college generations.

This is true, but not merely because man's exploration of outer space delineates a new era as did, for example, the invention of the steam engine in the 18th century. If our own scientists had launched the first space rockets, I venture to wish that for your college generation the impact of the orbiting satellites would be felt no more or no less than, say, the invention of television. It was the shock to our pride and smugness, the feeling that we had forfeited our leadership in science, in know-how, and even in production that turned our searchlights first on education of scientists and then on our entire educational program from grade school through the universities. The reappraisal of education that has ensued has not been confined to professors. Congress had enacted a law providing Federal scholarships and loans and provisions for the improvement of teaching of science and language. Local school boards have analyzed high school curricula and have inveighed against such frills as courses in baton twirling, good grooming, life adjustment, safe driving, etc. *Life Magazine* devoted an entire issue to the crisis in education, comparing the education of a young Russian with that of an American high school boy in Chicago.

We accuse ourselves of the cult of mediocrity and of scorning the egg-head; of making no provision for acceleration for the brighter and more serious students in the great adventure of learning. I shall not take time to comment on the validity of our "agonizing self appraisal." I shall affirm, however, that to every college or university worthy of being designated an institution of higher education, there recently has come a sense of urgency. We feel a deep responsibility, in a sense a national obligation to protect, to enhance, or re-vivify the intellectual atmosphere of our campuses. A good college is tooled up not only to impart knowledge but more importantly to develop in the student a zest for learning and the self desire to improve his ability to make discriminating judgments in facile phrases both written and oral.

Last spring a group of Middlebury faculty members spent many hours in discussing together and with students ways and means for bringing to all students a deeper understanding of the intellectual life. It was, I think, an attempt to re-evaluate the role of both teachers and students in our joint enterprise of stimulating intellectual curiosity, maturity, and responsibility.

This increased awareness on the part of both students and faculty, of the national responsibility to utilize our resources economically and effectively for intellectual development will have a unique impact on your college generation. It does not mean, that you are to become the martyr of a faculty crackdown or of suddenly stiffened requirements for passing grades. I cannot believe that your faculty would be so naive as to believe that our intellectual environment or your interest in self-improvement could be enhanced by such devices. It will mean, however, that we can permit space in our classrooms, dormitories, or fraternities only for those students who daily give evidence of a sincere desire to use the resources of this campus for self education and intellectual growth. In short, in the interest of national survival, we recognize the urgency in selecting and educating at the college level only the more able and purposeful students.

In still another way, however, the Class of 1962 enters upon a new era. I refer to the sharply increased costs of education you face and to the further increases you will face before graduation. Such increased costs are present in both private and state institutions. Students, or their parents, pay, however, only a part of these costs despite the increased tuition charges. In the state universities the taxpayers put up the funds to meet the difference in charges between instructional costs and tuition paid. In private institutions, in Middlebury, individuals—Alumni and friends—or foundations or business corporations give the funds which help to pay your costs. I am not referring to scholarships, which also come from the sources named above. I am reminding you that for every semester, for every day you spend in college, it costs more to provide you with educational facilities than the full amount you pay on your term bill. Each day and each month Middlebury graduates make gifts, frequently modest gifts, which mean sacrifice. They do so with the knowledge that this College must provide you with instruction and facilities befitting the stature of this institution and [*Continued on page 42*]

Leninism, Political Economy, Russian Language and Literature, and a foreign language. The Russian leaders know what they are about, and have known it from the first. "In the field of people's education," said Lenin, "the Communist party sets itself . . . the task of converting the school . . . to a weapon for the complete destruction of the division of society into classes. The school must become a weapon of the dictatorship of the proletariat." Stalin wrote to H. G. Wells in 1934: "Education is a weapon whose effect depends on who holds it in his hands and who is struck with it."

In light of recent history, one can no longer doubt that these aims have been fulfilled. The great force of the popular mind has been harnessed to the aims of the Communist State and has been provided the weapons to carry out its will.

At one of our sessions with Soviet educators, the discussion turned to American education. Who, they wanted to know, establishes the standards of American universities? How much does it cost to go to college in the U.S.? We gave honest answers, and when the Russians were informed of the widely varying standards, they asked a difficult question: "Is it not a social crime to allow a student with superior abilities to go to a sub-standard university?" We were not happy, either, about having to discuss the rising costs of higher education and how it is becoming increasingly difficult for the student of average ability and modest means to attend college. Certainly a trip to Russia served to high light some of the short-comings in our own educational system.

That evening when we returned to our hotel, one of the American delegation rose to his feet and proposed a toast (The ever-present vodka glass demanded frequent toasts). His toast was: "To American education with all of its faults," and we feelingly raised our glasses and drained them to the bottom. Our response may have been uncritically patriotic, but I don't think so. After a close look at Soviet education I see little to emulate. I too have been sharing the national uneasiness about the state of American education, but I am convinced, more so now than before my Russian visit, that the basic aims and methods of the small liberal arts college like Middlebury are essentially right for America.

Speaking once before a suspicious audience in India, I was asked by an assertive young man, "Do you think that American education is the best education in the world?" "No," I replied, "I would not say that. The best thing that I can say about American education is that we are always tinkering with it, experimenting, and trying to make it better."

THERE are, indeed, many faults in our present system, but let us change in our own way. We can give full credit to the success of Russian education while recognizing that our concept of the function of education is and should remain very different. If we should be stampeded into some crash program for training scientists and technicians "to match Soviet educational advances" (the phrase is President Eisenhower's), we might be in danger of becoming the very thing we are struggling against.

Henry Adams, long before the advent of the Soviet Union, remarked with his usual bite that "All State education is a sort of dynamo machine for polarizing the popular mind; for turning and holding its lines of force in the direction supposed to be most effective for State purposes." That is indeed the heart of the matter. A college like Middlebury is making its effort in just the opposite direction. Where State education is trying to fix the mind, liberal arts education is trying to free it. Where Russia tries to mobilize and channel education to make it serve the planned needs of a state committed to science and industry, American education should be striving to give many differing individuals the opportunity to develop their various capacities to the fullest. Where the University of Moscow tries to freeze the current majority opinion, Middlebury should be developing the intelligence, which will be critical of majority opinion.

THE conclusion seems to be that Russian education is not education in the truest sense; it is schooling. It would be entirely possible, perhaps easier, for a Russian university to achieve its schooling with scarcely any library. When the professor is driving the minds of his students down a carefully calculated path, too many books are a distraction, but when he is trying to nurture the minds of his students so that they may achieve their fullest development, he has his greatest success when the student deserts the classroom and heads for the Library.

The traditional method of liberal education, once defined as Mark Hopkins at one end of a log with the student at the other, is still valid, but with one important modification. There must be available to both the student [*Continued on page 42*]

tional Church. Their son, David, is attending the College of Engineering at the University of Colorado.

1934

Class Secretaries: **G. Randolph Erskine,** 348 So. Main St., Wallingford, Conn. **Priscilla Hall Howes,** Ashfield, Mass. *Alumni Fund Chairmen:* **Ralph Dumas,** 178 Webster Rd., Scarsdale, N. Y. **Winifred Bland,** 61 Sunderland Ave., Rutherford, N. J.

Dr. Edward Stefaniak directed the science demonstrations conducted at the Washington Northeast District Science Workshop which was held at the Plainfield (Vt.) High School in June. **Lovina Foote Goodale** is librarian at the Edwin O. Smith School, University of Connecticut; she is living at 2 Westwood Rd., Storrs, Conn.

1935

Class Secretaries: **Arnold LaForce,** Kennedy Rd., Mendham, N. J. **Natalie Dunsmoor,** 232 Bunker Hill Ave., Waterbury, Conn. *Alumni Fund Chairmen:* **Burton Holmes,** 2808 E. Broad St., Columbus, Ohio. **Faith Arnold Diver,** 28 Stratton Ave., Middletown, N. Y.

Joseph Zawistoski, instructor in mathematics at West Rutland (Vt.) High School, was awarded a fellowship sponsored by the National Science Foundation to attend the Mathematics Institute for Teachers at the University of Vermont during the past summer. Of eight hundred applicants only sixty-five were selected. **Marjorie Clark Headley** (Mrs. Francis B.) has been living at 422 Suffield St. in Agawam, Mass.; in June her husband was transferred to the Holyoke plant of the General Electric Company.

1936

Class Secretaries: **Earl M. Gove, Jr.,** R.F.D. 1, Bristol, Vt. **Auretta Hanson Herrington,** 9 Orchard Dr., Ossining, N. Y. *Alumni Fund Chairmen:* **William H. Finigan,** The National Cash Register Co., Dayton, Ohio. **Barbara Wishart Erickson,** 108 Palisado Ave., Windsor, Conn.

John Holmes and his wife and daughter, left in September for Bangkok, Siam, where he will be for the next two years; his son, David, will remain in this country to attend school; Mr. Holmes' address is: JUSMAG—U.S.O. M., A.P.O. 74 Box B, c/o P. M., San Francisco, Calif.

1937

Class Secretaries: **Edwin Vassar, Jean Porter Vassar,** 18 Stanton Ave., Huntington, Mass. *Alumni Fund Chairman:* **John F. Darrow,** 33 Highway, Chappaqua, N. Y.

Jean Douglas Andrew (Mrs. George) and family who were to accompany her husband to Turkey on a NATO assignment, had their orders cancelled because of the Middle East crisis. Col. Andrew left alone for Turkey and the rest of the family are with friends in Geneseo, Ill. until such time as the Defense Department decides to send military dependents into the Middle East area again. **Caroline Elliott Dorst** (Mrs. Stanley) is music supervisor in the Charlemont (Mass.) Union School.

1938

Class Secretaries: **Richard Soule,** Fairfax, Vt. **Shirley Haven Clark,** Main St., Vergennes, Vt. *Alumni Fund Chairman:* **Jane Abbott Barry,** 33 Proctor St., Keene, N. H.

L. Robert Lawrence is now business manager of the Mahorner Clinic in New Orleans, La. and is living at 4702 Duplessis St. in New Orleans. **Bernard Brusseau** is now Assistant General Production Manager for the Helena Rubinstein Co. in Greenvale, N. Y.; he and his family which includes five boys, Ronald, sixteen, Wayne, ten, Gregory, nine, Gary, six, and Robert, five, are living at 78 Mechanic St. in Huntington, N. Y.

1940

Class Secretaries: **Robert F. Pickard,** 59 Rector St., E. Greenwich, R. I. **Kathleen L. Brokaw,** 18 W. 8th St., Apt. 3-A, New York, N. Y. *Alumni Fund Chairmen:* **Loring W. Pratt,** 15 Western Ave., Fairfield, Me. **Betsy Barber Barney,** 209 Union Ave., Mamaroneck, N. Y.

Dr. Eugene Winslow has been named Professor of Chemistry at the University of Rhode Island where he has been a faculty member since 1946. **Edward Reichert** was named Manager of Public Information in New Hampshire and Maine for the Brown Company of Berlin, N. H.; he will continue to act as assistant secretary and will also be editor of the company's publication, **The Brown Bulletin.**

1941

Class Secretaries: **H. Robert Van Gaasbeck,** 76 Oakwood Dr., Longmeadow, Mass. **Caroline Butts Dodge,** 349 High St., Newburyport, Mass. *Alumni Fund Chairmen:* **William Ferguson,** 12 Myrtle St., Milford, N. H. **Lois Dale Stewart,** 2917 Argyle Dr., Alexandria, Va.

Albert Root has been transferred by the duPont Company from Whitehall, Mich. to Wilmington, Del. where he is head of the Engineering Div., Elastomers Chemicals and also the Research Laboratories; he is living at 258 Beverly Rd., Newark, Del.

Jane Wheeler is secretary to the Editor-in-Chief of the American Society for Testing Materials in Philadelphia, Pa.; she is living at Alden Park Manor, Apt. 407-A in Philadelphia. **Horace Hitchcock** is a sales representative for the Wyandote Chemical Corporation in Buffalo, N. Y.; he is living at 407 Thorncliff Rd. in Kenmore, N. Y.

1942

Class Secretaries: **Charles Morse,** Waterville Rd., Farmington, Conn. **Barbara York Linscott,** 4 Blueberry Lane, Bedford, N. H. *Alumni Fund Chairmen:* **Philip Rifenberg,** 122 Cooper St., Glens Falls, N. Y. **Elinor Dickie Rankin,** 372 Rutledge Ave., E. Orange, N. J.

Louise Sargent Jenks (Mrs. Earl) and her family which includes three children, Alan, ten, Brian, seven, and Jane, five, have bought a home at 81 Algonquin Rd., E. in Providence, R. I.; Mrs. Jenks is a dietitian at Rhode Island Hospital. **Dr. Clifford Backup** is a psychiatrist and clinical director at the Friends Hospital in Philadelphia, Pa.

1943

Class Secretaries: **Dr. S. Peter Nikitas,** 42 Spadina Parkway, Pittsfield, Mass. **Charlotte Johnson Doe,** Harvard, Mass. *Alumni Fund Chairman:* **Kenneth Aldrich,** 17 Marble St., Brandon, Vt.

Dumont Rush writes that he, his wife, and his three daughters, are living in Belgium for the next two years during the construction of BR-2, the big engineering test reactor which was designed at NDA in White Plains, N. Y. They are living near the small town of Mol which is in the Flemish speaking part of the country not far from Holland. The Rushes will be happy to receive visitors at Centre d'Etude de L'Evergie Nucleaire, Mol, Belgium. **Richard Morehouse** and John O. Chesley, Jr. have announced their partnership for the practice of architecture in The Professional Bldg., 114 Waltham St., Lexington, Mass. **Barbara White Smith** (Mrs. Winfield) who has been in the Philippines is now teaching at the Graham-Eckes School in Palm Beach, Fla. where her husband is also a teacher.

1946

Class Secretaries: **William Niederauer,** 19 West Lane, Bayshore, N. Y. **Elizabeth Hurd Wyant,** 126 W. Semple Rd., Williamsburg, Va. *Alumni Fund Chairmen:* **Theodore E. Guglin,** 439 Wegman Rd., Rochester, N. Y. **Katherine M. Craven,** 11 Fenno Rd., Newton Centre 59, Mass.

John Perry has been promoted to full Professor of Mathematics at Clarkson College of Technology. **Dr. Edward Andrews** is Associate Professor of Pathology at the University of Vermont Medical College; his address is: Mountain View Rd., Jericho, Vt.

following the Lives of Middlebury men and women

1901

Class Secretary: **Rena E. Avery,** Marlton, N. J.

Dr. Kemp R. B. Flint, husband of **Berniece Thomas Flint,** was honored at Norwich University's commencement in June when a bronze plaque was dedicated in recognition of his forty-five years as a Norwich faculty member.

1910

Class Secretaries: **E. Bruce Hallett,** 2 Hickory Dr., Maplewood, N. J. **Gwendolyn Morris Barnes,** Proctor, Vt. *Alumni Fund Chairmen:* **Harold D. Leach, Goldia Monroe Leach,** Pawlet, Vt.

Maude Avery retired on June 30 as a member of Ohio State University staff, where she has served in the Catalog Department for thirty-four years. A reception was held in her honor in June at the Faculty Club. Guests included University Vice-President and Mrs. Frederic Heimberger, Dr. Lewis C. Branscomb, director of libraries, and Mrs. Branscomb, members of the faculty and friends. Miss Avery is now living at The Minden, 123 Waterman St., Providence 6, R. I.

1913

Class Secretaries: **William F. Pollard,** 38 Oakland Ave., Needham 92, Mass. **Faith B. Linsley,** 6 Webster St., Barre, Vt. *Alumni Fund Chairmen:* **Moses G. Hubbard, Phyllis Hopkins Hubbard,** 16 Jordan Rd., New Hartford, N. Y.

Dora Willson Brown (Mrs. Bert) has retired as Postmaster of Lunenburg, Vt. after thirty-eight years of service. Her daughter, Mrs. LaValley, has received the appointment as acting Postmaster.

1917

Class Secretaries and Alumni Fund Chairmen: **George W. Grant, Helen Cussons Grant,** 34 East Ave., Woodstown, N. J.

Durward Boehm has retired and is now living at 105 No. Main St., Wolak's Guest House, Southington, Conn. The **New London (Conn.) Day** in its June 19 issue, printed an interview with Mrs. **Marjorie MacKenzie Zeller,** wife of Fred Zeller, the Republican candidate for governor of Connecticut; the Zellers live on Stonington Road between Stonington and Mystic, Conn. in a home which they built when they were first married; Mrs. Zeller's beautiful garden was a first prize winner in a recent judging by the Stonington Village Improvement Society. The Zellers have two daughters, Barbara, wife of Dr. John Imbrie, a professor at Columbia University, and Margery who is presently in Genoa, Italy, where she is teaching English and working for an Italian publishing firm. Both daughters are graduates of Smith College.

1924

Class Secretaries: **Harvey W. Coates,** 41 Parcot Ave., New Rochelle, N. Y. **Geraldine Wimmett Burns,** Box 478, Middlebury, Vt. *Alumni Fund Chairmen:* **Paris Fletcher,** 11 Monmouth Rd., Worcester, Mass. **Helen Lingham Kimball,** 189 Durfee St., Southbridge, Mass.

Adeline Newman Reddick (Mrs. Donald) is doing secretarial work for The Trane Company in Gainesville, Fla. and living at 18 N. W. 27th St. in Gainesville. **Adaline Angier Shea** (Mrs. Edward) is executive secretary for the Brattleboro Mutual Aid Association and is living at 70 High St. in Brattleboro.

1926

Class Secretaries: **Harry J. Frank,** 39 Neptune Ave., W. Springfield, Mass. **Helen Woodworth Gwin,** 72 Frederick Lane, Glendale 22, Mo. *Alumni Fund Chairmen:* **Calvin Farnsworth,** Prescott St., Sterling Junction, Mass. **Ada Winchester Chromec,** 47 Poplar St., Springfield, Vt.

Brig. General Robert L. Easton has retired from active duty following over thirty-four years of military service. A command pilot for twenty-nine years of flying experience encompassing approximately six thousand hours, his last assignment was a Deputy Chief of Staff for Personnel of the nationwide Continental Air Command at Mitchel Air Force Base. He and his wife will reside in Shoreham, Vt. and Montgomery, Ala. **Edward Reighard,** after eight years at Stanford University, has accepted a professorship in the Industrial Relations Center at the University of Minnesota in Minneapolis.

1927

Class Secretaries: **Willard Whitney,** 577 Stowe Ave., Baldwin 21, N. Y. **Madolyn Derrick Heald,** 39 Washburn Ave., Greenfield, Mass. *Alumni Fund Chairmen:* **Foster R. Clement,** 382 Bedford Rd., Chappaqua, N. Y. **Pauline Cross Whitney,** 76 Monadnock Rd., Worcester, Mass.

Irving Keene resigned as Biology instructor on the Brookline (Mass.) High School faculty to take a similar position in Weston, Mass.

1928

Class Secretaries: **N. J. Blanchette,** Hastings Terrace, 565 Broadway, Apt. 3-G, Hastings-on-Hudson, N. Y. **Miriam Sweet Coombs,** 2-A Highland St., W. Concord, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette. Zella Cole Hibbert,** Kelly's Green, New Canaan, Conn.

Albert Totten has been appointed treasurer of the Attleboro Savings Bank in Attleboro, Mass.

1929

Class Secretaries: **Richard Lobban,** Woodside Dr., Milbrook, Greenwich, Conn. **Margaret Harworth Shuttleworth,** 4608 Mounthall Terr., Forest Hills, Hopkins, Minn. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney Vt. **Doris Collins Wedemann,** 314 Hamilton Rd., Ridgewood, N. J.

Robert Meader is teaching Latin at The Hun School in Princeton, N. J.

1931

Class Secretaries: **W. Kenneth Cox,** Cohocton Central School, Cohocton, N. Y. **Ruth Barnard,** 417 W. Embargo St., Rome, N. Y. *Alumni Fund Chairmen:* **Samuel Abbott,** 11 Broadway, Plymouth, N. H. **Linnea Wall Parker,** 36 Meadowbrook Rd., W. Hartford, Conn.

Theta Conant Claflin (Mrs. L. W.) is teaching fourth grade in the Hanover (N. H.) Elementary School.

1933

Class Secretaries: **William S. Weier,** 176 Kemp Ave., Fair Haven, N. J. **Janet Stainton June,** Brandon, Vt. *Alumni Fund Chairmen:* **Anthony G. L. Brackett,** 180 Summer St., Weston, Mass. **Elaine Updyke,** 4357 Central Dr., Stone Mountain, Ga.

The **Rev. George B. Owen** and his wife, **Christine Jones, '32,** moved to Easton, Conn. on July 1, where Mr. Owen became pastor of the Congrega-

O'Brien, '51, are living at 68 E. State St. in Montpelier. **Harold Meeks** will be at 1930 Iglehart Ave., St. Paul 4, Minn, for about a year; he received his M.A. degree in Geography from the University of Minnesota in July and is starting work towards a Ph.D. degree. **Allan Dean** is a project engineer, directorate of missile static test, U.S.A.F. at Edwards Air Force Base; his address: 103 16th St., Edwards, Calif. **Neil Cross** is teaching Mathematics and Social Studies at So. Royalton (Vt.) High School. **Verne Goodwin** has completed his work at Harvard Graduate School and is now security analyst for the Putnam Management Company in Boston; he and his wife, **Mary Weeks,** are living at 36 Mansfield Rd., Wellesley, Mass. **Barbara Ann Butler** is teaching French in the McKinley Elementary School in Fairfield, Conn. and living at 1167 High St. in Fairfield.

1954

Class Secretaries: **Lt. (j.g.) Jeremy B. Foss,** Box 44, Navy 100, c/o F. P. O., New York, N. Y. **Maureen Kane Steinecke,** 2127 Guilford Rd., Apt. 302, Hyattsville, Md. *Alumni Fund Chairmen:* **James Ralph,** 333 Cedar St., New Haven 11, Conn. **Nancy Whittemore Nickerson,** 605 Sheridan Rd., Evanston, Ill.

Richard Esten received a Master of Business Administration degree from the Graduate School of Business and Public Administration at Cornell University in June. **Robert Perkins** received his M.D. degree from the University of Vermont in June and is interning at Bethesda Naval Hospital; he and his wife, **Barbara Totten,** are living at 1116 Edmonston Dr. in Rockville, Md. **Barbara Fitzgerald Value** (Mrs. John) is teaching art in the Cherry Valley (N. Y.) Central School. **William Skiff** is teaching and coaching in Stowe (Vt.) High School. **Wayne Daniels** has completed four years as a jet fighter pilot with the U. S. Marines and is now working for a Master's degree in the basic science program at the University of Colorado; address: Route 1, Marshall Rd., c/o C. J. Melbourne, Boulder, Colo. **Jeannette Poulos Bucuvalas** (Mrs. Michael) is teaching French in Weston (Mass.) High School. **Douglas Binning** is Sales Manager for Lino-Wood, distributors for Armstrong and a few other products, in Quebec Province. **Foster Kay** received his M.D. degree from Boston University, School of Medicine in June and is interning at Barnes Hospital in St. Louis, Mo.

Richard Buckingham received his degree from Middlebury in June and is now a sales trainee with the Continental Can Company. **Timothy Mason** received his degree from Middlebury in June and is working in the production control department of the Formica Corporation in Cincinnati, Ohio. **Richard Stoehr** graduated from Middlebury in June and is now a district executive with the Boy Scouts of America in the Pomeraug Council of Bridgeport, Conn. **William Carpenter** has been appointed an agency assistant at the home office of the Aetna Life Insurance Company; he and his wife, **Patricia Gibbs, '55,** are living at 24 Farmstead Lane, R.D. 2, Simsbury, Conn. **Donald Nason** received his Master's degree with honors from the Columbia University School of Journalism in June. **Lois Wanstall Kaufmann** (Mrs. Donald) is school librarian in Madison, Conn. **Christopher Van Curan** is in the training program of the First National Bank of Boston; he and his wife, **Elizabeth Strong, '53,** have bought a home at 44 Pequot Rd., Wayland, Mass. **Catherine Weeks** sailed for Europe in September to study for a few months in Italy on a fellowship granted her by the Italian government.

1955

Class Secretaries: **Harold P. Higgins,** 18 Montgomery Lane, Norwich, Conn. **Nancy Walker,** 182 Beacon St., Boston, Mass. *Alumni Fund Chairmen:* **Bruce K. Byers,** 416 Cayuga Heights Rd., Ithaca, N. Y. **Priscilla Smart Miller,** 1624 Spruce St., Philadelphia, Pa.

George C. Limbach received a Bachelor of Laws degree from Western Reserve University in June. **Robert Killeen** is teaching history and geography at Gloversville (N. Y.) High School. **Malinda Collison Dolby** (Mrs. Ray) writes from England that she has been accepted to read for Part II of the Archaeology tripos. The result will be the equivalent of an M.A. degree in 1960 when her husband will get his Ph.D. degree in physics. Malinda is attending Newham, one of three women's colleges at Cambridge. **Edmund Boynton** received a B.A. degree from Denison University in June. **Edward Thomson** received his Bachelor of Laws degree from Cornell University in June. **Electra Bostwick McDowell** (Mrs. Fletcher) is secretary to the director of the Cornell Division of Neurology at Bellevue Hospital in New York City. **Robert Wiley** is in the overseas training program of The First National City Bank of New York. **Gerard Cugini** was awarded first prize in the Emerson Memorial Competition for 1958 for his architectural design of an international, inter-faith chapel. He is a student at the Boston Museum School, majoring in sculpture.

John Buckingham completed his work for a degree at Middlebury last February and is now a salesman for the Maxwell House Division of General Foods Corporation; he and his wife, **Alexia Angell, '56,** are living on Pine St. in Walpole, Mass. **Allan Crawford** received his degree from Middlebury in June and is now a graduate student at Rutgers University School of Accounting, under a full tuition grant; his address: 18 Washington Pl., Newark 2, N. J. **Harvey Kaplan** completed requirements for his degree from Middlebury in February and is now a social worker for Catholic Charities in New York City. **Richard Noble** is teaching at Trinity Pawling School in Pawling, N. Y. **Von W. Orton** received a B.A. degree from the University of Massachusetts in June. **Elizabeth Miles LeRoy** (Mrs. Winston) is teaching English at Derby (Vt.) Academy. **Robert James** is in the Army for two years. **Seward Highley** is teaching in the Science Department at Williston Academy in Easthampton, Mass. **Natalie Chalfin** has returned to this country from Brazil and is now living at The College Club, 40 Commonwealth Ave., Boston 16, Mass.

1956

Class Secretaries: 1st Lt. Ronald C. Lawson, 4837 Reservoir Rd., N. W., Washington, D. C. **Mary Gaines McMurray,** 313 University N. E., Apt. 16, Albuquerque, N. M. *Alumni Fund Chairmen:* **Gerald W. Cobb,** 570 Boston Post Rd., Weston, Mass. **Janis Calderwood,** 103 Holmes Rd., Pittsfield, Mass.

2nd Lt. Clarence Curtis is a mechanical engineer with the Army Chemical Corps; his address: Weapons Div., Products Directorate, ENCOM, Army Chemical Center, Edgewood, Md. **Lyman Johnson** received a Doctor of Dental Medicine degree from Tufts University in June; he reopened his father's office in Rutland, Vt. and is living on Blueberry Lane in Rutland. **Florence Hildreth** is teaching English at Deering High School in Portland, Me. **Richard Davison** received an M.A. degree in English from the University of Rochester in June. **Edward MacDowell** is studying for a Master's degree at Springfield (Mass.) College. **George Ratte** is a claim examiner in the Group Claim Department of the State Mutual Life Assurance Company of America.

1947

Class Secretaries: **Ray Sacher,** 3525 W. 73rd Terr., Prairie Village 15, Kan. **Muriel Mack Lamppert,** 5293 Big Creek Parkway, Apt. 9, Parma 29, Ohio. *Alumni Fund Chairman:* **Carolyn Leach DeWitt,** 8 E. 96th St., New York 28, N. Y.

George Stuart is now with the Iranian Oil Exploration and Producing Company, Masjid-I-Sulaiman, in Abadan, South Iran. **Robert Sambone** who is employed by the Connecticut State Welfare Department, is enrolled in the Graduate School of Social Work at the University of Connecticut. **Edward Flaherty** is teaching English at Wilby High School in Waterbury, Conn. and is living at 258 Westwood Ave. in Waterbury. **Ray Sacher** has been made district manager of all sales, promotions, and personnel activity in the West Central and Southwest regions for RCA Victor, Record Division.

1948

Class Secretaries: **Donald B. McGuire, Jr., Nancy Weale McGuire,** 129 Larue Dr., Huntington, N. Y. *Alumni Fund Chairmen:* **Seabury T. Short, Jr.,** 137 Atlantic Ave., Marblehead, Mass. **Elizabeth Reid Buzby,** 23 Lynn Rd., Port Washington, N. Y.

Barbara Smith is teaching Home Economics at DePauw University. **Dr. Lawrence Washington** is assistant professor of modern languages at Rensselaer Polytechnic Institute. **Bartley Nourse** is working for Mutual Benefit of Newark, N. J. in Tucson, Ariz.; he and his wife, **Helen Clark, '47,** are living at 4826 E. 17th St. in Tucson.

1949

Class Secretaries: **Gordon C. Perine,** 123 So. Main St., Middlebury, Vt. **Ellen Taussig,** 1196 Broadway, San Francisco 9, Calif. *Alumni Fund Chairmen:* **Henry Caswell,** 17 Mayfair St., So. Burlington, Vt. **Eleanor M. Blanc,** 85 Wiltshire Rd., Scarsdale, N. Y.

Seymour Pollack is teaching in the Spanish Department of Washington College, Chestertown, Md. Correction: **Donald Bates** was awarded a Master's degree from Trinity College in 1954 and since that time has been studying summers at Wesleyan University Graduate School for Teachers as a candidate for the Certificate of Advanced Study (awarded on the completion of thirty more hours of advanced graduate study.) **George Sholes** has completed his requirements for a Ph.D. degree in the Department of Linguistics at Indiana University; he is now employed at the Haskins Laboratories in New York City and will be in the acoustic research into the production and perception of human speech. **Ruth Davis** received a Master of Arts degree from the University of Denver in August. **Ernest Hunter** is elementary supervising principal of the Southern Berkshire Regional School District in Sheffield, Mass.; his address: Box 24, Ashley Falls, Mass.

1950

Class Secretaries: **Corwin S. Elwell,** 22 Pleasant St., Essex Junction, Vt. **Sally Peek Glowa,** R.F.D. 1, Box 3, No. Springfield, Vt. *Alumni Fund Chairmen:* **George R. Dunning,** Barnleigh, Reading, Vt. **Sylvia Ellsworth Lamere,** Waterbury Center, Vt.

Robert C. Hope has resigned as assistant manager of the Hotel Putnam in Bennington, Vt. and began work on July 1 in a similar position at the Seashore Hotel, a resort on the Gulf of Mexico, in Galveston, Tex. **Patricia Wulp** received a Master's degree in Social Work from Simmons College in June. **Dr. Paul Skudder** is a surgeon and instructor in surgery at Cornell University Medical College, 525 E. 68th St., New York, N. Y.

1951

Class Secretaries and Alumni Fund Chairmen: **James D. Ross,** R.F.D. 1, Middlebury, Vt. **Marilyn Murphy McInerney,** 197 Bristol Rd., Wellesley Hills, Mass.

Dr. Donald Lelong, assistant professor of Economics at Syracuse University, has been appointed assistant dean of the University's College of Business Administration. Dr. Lelong is one of the youngest scholars ever appointed to the rank of assistant dean at the University. **Thomas F. Williams** received a Bachelor of Science degree in Education from Northeastern University on June 14 and will teach mathematics at Bridgewater (Mass.) High School this coming year. His family now consists of a daughter, Diane, one and one-half years old, and three sons, Bruce, five and one-half, Craig, four and one-half, and Kevin, four months old. **William McNamara** is working for the New England Tel. and Tel. Co. in No. Adams, Mass. and living at 1 Olds St. in No. Adams. **John Moye** purchased Bragle Chevrolet in W. Dennis, Mass. on June 4; the firm has been renamed Granite Chevrolet with Mr. Moye as president. **David Thomson** has been made sales training assistant with Phoenix Mutual Life Insurance Company; his wife, **Margaret Wiley, '41,** is working as a Welcome Wagon supervisor in western Massachusetts; they have bought a new home at 114 Hubbard St. in Glastonbury, Conn. **Benito Barsanti** was graduated from Boston College Law School in June.

1952

Class Secretaries: **William Trask,** 221 Burncoat Rd., Worcester, Mass. **Marcia McIntire Allen,** 548 Lincoln St., Worcester, Mass. *Alumni Fund Chairmen:* **Dr. William Coy,** Presbyterian Hospital, 51 No. 39th St., Philadelphia, Pa. **Phyllis Mortimer Porter,** 15 Elm St., Windsor, Conn.

Lt. (j.g.) William Huey is a legal officer at the Patuxent River Naval Air Station; his address: MOQ 943-A, U.S.N.A.S., Patuxent River, Md. **Robert Bishop** is working for Peat, Marwick, Mitchell, and Company in Boston; in June he was in Costa Rica on business for his company. **Walter Hollister** has a research fellowship at M. I. T. and is living at 20-A Garden St. in Boston, Mass. **William Curran** received his M.D. degree from New York University-Bellevue Hospital Medical School in June and is interning at the Edward J. Meyer Hospital in Buffalo, N. Y. **Dr. Raymond Ablondi** is manager of automotive marketing and research for MacManus, John and Adams Advertising, Inc. in Bloomfield Hills, Mich. **Knight Washburn** was ordained on June 30 and is now assistant pastor of the United Presbyterian Church of Stewart Manor in Garden City, N. Y.; his address: 1042 Delmar Ave., Franklin Sq., L. I., N. Y. **Moss H. Bergwall** and Neal F. Blackmarr have announced the formation of a partnership handling industrial, commercial and residential real estate under the firm name of Walmar Associates at 75 Pearl St., Hartford, Conn. **G. Robinson Barker** received a Master's degree in Forestry from Yale University in June. **James Cooley** received a Ph.D. degree from the University of Minnesota in August. **Robinson Barker** is a forester with the St. Regis Paper Company; his address: 715 Lakewood Rd., Pensacola, Fla. **Joyce Rohr Sclar** (Mrs. Irwin) is now living at 6741 Dr. in Seattle, Wash. where her husband is interning at the Swedish Hospital.

1953

Class Secretaries: **Alan Kimbell,** 5221 Graceland Ave., Indianapolis 8, Ind. **Ann Almquist Hartt,** 72 Thrush Ave., Dorval, Que., Canada. *Alumni Fund Chairmen:* **Roger May,** 586 Ridgewood Rd., Maplewood, N. J. **Peggy Koster Hersperger,** 355 Clinton Ave., Brooklyn, N. Y.

Giles Fenn has been named editor of the Montpelier (Vt.) Evening Argus, the daily newspaper of Vermont's capitol city; he and his wife, **Martha**

Riegel, graduate student, Columbia University; **Carl Scheer,** Boston University Law School; **Larry Scriggins,** University of Chicago Law School; **Gordon Simms,** Jamestown Veneer and Plywood Corp., Jamestown, N. Y.; **William Simpson,** Westinghouse Electric Supply Co.; address: 2442 Piedmont Ave., Berkeley, Calif.; **Edward Sitts,** Army; **Ronald Sundstrom,** General Motors Training Program, Dedham, Mass.; **Richard Thomas,** credit analyst trainee for Commercial Loan Dept., Valley National Bank; address: 745 E. Maryland Ave., Phoenix, Ariz.; **Ralph Thompson,** Army in January; **Francis Tracy,** special agent trainee, Aetna Casualty and Surety Co., Hartford, Conn.; address: 16 Armand Rd., Bristol, Conn.

Howard Travis, Air Force; **Frederick Tuttle,** Army; **Herbert Urbach,** University of Virginia Law School. **Warren Wellman,** graduate student in French, University of Paris; **Leonard Widen,** Navy; **Roger Williams,** University of Chicago School of Business; **James Witham,** Army; **Ann Alvord,** actuarial department, Travelers Insurance Co.; **Ann Andruss Lavin,** (Mrs. Floreal), advertising department, Picker International Corps, White Plains, N. Y. **Jane Armstrong,** third grade teacher, Colorado Springs, Colo.; **Nancy Bantle Shipman** (Mrs. Robert), Home Economics teacher, Wethersfield (Conn.) High School.; address: P. O. Box 2, So. Glastonbury, Conn.; **Marion Benz,** student, School of Occupational Therapy, Columbia University; **Barbara Blick,** student, Radcliffe Business Administration Program; **Calista Bowlen,** counselor, N. E. Home for Little Wanderers, Boston, Mass.; **Valerie Brown,** assistant secretary, American Language Center, Columbia University.

Elizabeth Chalmers, third grade teacher, Cooper School, Seattle, Wash.; **A. Rita Chandellier,** Albany Law School; **Marilyn Coutant,** student, Harvard Graduate School (Woodrow Wilson National Fellowship.) **Dorothy Covalt,** Mt. Holyoke College, graduate assistant in Zoology; **Mary-Elizabeth Cowins,** second grade teacher, Plainfield, N. J.; **Anne Curtis,** teacher, ninth grade Social Studies, Dedham, Mass.; **Rachel Cutter,** sixth grade teacher, Seattle, Wash.; **Mary Daniels,** service representative, N. E. Tel. Co., Boston, Mass.; **Deborah Davis,** Biology and Chemistry teacher, St.-Mary's-in-the-Mountains, Littleton, N. H.; **Virginia Davis,** executive training program, Lord and Taylor, New York City; **Claire Deerhake Lemcke** (Mrs. Theodore), secretary, Chaplain Scott; **Diane Doubleday,** medical Biology technician, U. S. Dept. of Health, Education, and Welfare, Food and Drug Administration, Washington, D. C.; **Linda Durfee,** English teacher, Needham (Mass.) High School; **Carolyn Dwinell,** training program, Doubleday and Co., New York City; **Nancy Dwyer,** cashier, Monarch Life Insurance Co., Boston, Mass.

Barbara Goddard, medical research assistant, Peter Bent Brigham Hospital, Boston, Mass.; **Jane Gordon,** elementary school teacher, W. Hartford, Conn.; **Penelope Groll,** New York School of Social Work, Columbia University; **Virginia Havighurst,** guide at World's Fair in Brussels, Belgium, until December; **Betsy Heath Gleason** (Mrs. Robert,) third grade teacher, Melrose, Mass.; **Elaine Humme Sanders,** (Mrs. Donald,) Travelers Insurance Co., Chicago, Ill.; **Eleanor Josephson,** Junior High School teacher, Bristol, Conn.; **Leslie Keebler,** training program, Doubleday and Company, New York City; **Kate Ketcham,** English teacher, Northfield (Vt.) High School; address: Margaret Holland Inn, Northfield, Vt.; **D. Jean Lindblow,** graduate student and intern teacher, Massachusetts Hospital School and Tufts College.; **Susan Lockwood Lewis** (Mrs. John,) kindergarten teacher, Middlebury, Vt.; **Gale Lorenzen Barker** (Mrs. James), first grade teacher, Middletown, Conn.; **Barbara Head Mackey** (Mrs. Bruce), has a one-year old daughter, Linda Joan; address: 53 Greenbush St., Cortland, N. Y.; **Sally MacCracken,** engineering assistant (research), Knolls Atomic Laboratories, General Electric Co., Schenectady, N. Y.; **Alice Mairs,** Bookmobile and Regional Library in Nova Scotia.

Carol Marsteller, studying for M.A. at Middlebury Graduate School in Paris. **Margaret Martin,** research worker, Children's Medical Center, Boston, Mass.; **Adrienne McLeod,** assistant in the Psychology Department, Middlebury College.; **Carolyn Mears,** graduate student, Wesleyan University, (fellowship award); **Janet Miller,** graduate assistant in Geography, Northwestern University; **Karin Mjos,** research assistant (cancer), Charles Pfizer and Co.; **Beryl Pease,** Junior High teacher, Bristol, Conn.; **Laura Reid,** student, Katherine Gibbs, New York City; **Ellen Rockwood,** fifth grade teacher, Melrose, Mass.; **Mary Roemmele,** training program, Lord and Taylor, New York City; **Dorothy Rogers Riegel** (Mrs. Paul), field director for Girl Scouts of America; **Charlene Scott,** elementary school teacher, W. Hartford, Conn.; **Linda Shutt,** student, Harvard Graduate School of Education; **Lyndia Smith,** sales assistant, Merrill, Lynch, Pierce, Fenner and Smith, Boston, Mass.; **Sandra Sorenson,** head of stock, Saks, Fifth Ave., New York City· **Jane Spaeth,** research assistant in Biology, Wesleyan University; **Barbara Stokes,** student nurse, N. Y. Hospital School of Nursing; address: 18 Summer St., Forest Hills, N. Y.

Patricia Tibone, McGill University School of Medicine; **Carol Treiber,** first grade teacher, W. Hartford, Conn.; **Janet von Wettberg,** graduate student, Harvard University; **Carol Waldorf,** student, French Department, Stanford University; **Shirley Whitney,** Mutual Life Insurance Co. of New York; **Barbara Widenor,** Radcliffe College Graduate School of Russian.

Marriages

1938

L. Robert Lawrence to Miss Jacqueline Savard, Dec. 8, 1956.

1943

Rev. John M. Sheild to Mrs. **Jean Jordon Powers,** July 12; address: Redfield, S. D.

1945

David Neville to Miss **Anna E. MacWilliams,** July 22.

1946

Lawrence P. Murphy to Miss **Jean Smith,** Aug. 22; address: Fay School, Southboro, Mass.

1948

Graham L. Shovelton to Miss Celia C. Harris, July 2.

John O. Prouty to Miss **Audrey Horsch,** July 27.

David E. Smith to Miss Pricilla J. Riley, Aug. 16; address: 143 Pine St., Portland, Me.

1949

Donald G. Harris to Miss Margaret Hogan, June 21.

Herbert Manell to Miss Barbara A.

Joan Waddell Coggins (Mrs. David) is teaching second grade in the Chapman School in Cheshire, Conn. **Charles Robinson** is working for a Master's degree in Vocational Rehabilitation Counseling at Springfield (Mass.) College; he and his wife, **Heather Hamilton, '57,** are living at 16 Breck Pl., Springfield, Mass.

Donald Buck has been discharged from the Navy and is living at 539 Cumberland Ave. in Syracuse, N. Y. **John Morton** is working for the U. S. Government and living at 1838 Wyoming Ave., N. W. in Washington, D. C. **Ensign Vernon Gray** is in the Coast Guard; his address: USCGC Escanaba, State Pier, New Bedford, Mass. **Mary Gaines McMurray** (Mrs. William) is teaching English in the Rio Grande High School in Albuquerque, N. M. **Carolyn Breaks** is a radio announcer and personality on radio station WPAZ in Pottstown, Pa.; her address: Breakshire Farm, Box 24, Royersford, Pa. **Thomas Roberts** is working for the Guaranty Bank and Trust Company in Worcester, Mass. and living at 18 Harvard St. in Worcester. **Jack Ludman** is a student at the University of Pennsylvania. **Phillips G. Terhune** is working in the Advertising Department of The Procter and Gamble Company in Cincinnati, Ohio. **Elizabeth Hauck** is teaching in Newton, Mass. **Robert L. Rice** is attending the University of Buffalo Law School. **Thornton Klaren** is in the training program of the Jonathan Handy Company in New Bedford, Mass.; his address: Pine Hill Rd., So. Westport, Mass. **Charles Kramer** is teaching French and Spanish in Amityville (N.Y.) High School. **Barclay Johnson** has completed his tour of duty in the Army and is back with the Connecticut General Insurance Company in advertising and public relations.

1957

Class Secretaries: **Merrill Mack,** 138 E. Pleasant St., Amherst, Mass. **Barbara Wilson Woolman,** 214 W. Little Creek Rd., Bondale Apts., Apt. 8-B, Norfolk, Va. *Alumni Fund Chairmen:* **Peter Howell,** 14 Chiswick Rd., Apt. 3, Brookline, Mass. **Suzanne K. Lehman,** 116 Lattimore, Rochester, N. Y.

Alexander Carley is in the sales training program of the Armstrong Cork Company and is living at 7 Colin Ave., Toronto, Canada. **Alan Golub** is a salesman for Peter Pan Foundations, Inc. in New York City and is living at 320 E. 50th St. in New York. **Eleanor Maier MacDowell** (Mrs. Edward) is a fifth grade teacher in the Norway Street School in Longmeadow, Mass. **Marshall Armstrong** received a B.S. degree in mechanical engineering from the University of Vermont in June and has gone to Ft. Belvoir, Va. where he has a government position; his address: 4476 Raleigh Ave., Alexandria, Va. **William Wile** was commissioned a second lieutenant in the Marine Corps in June. **Robert Ross** has accepted a position with Dun and Bradstreet. **Kathleen Platt Potier** (Mrs. Ronald) is teaching Latin and English at Middlebury Union High School. **Pfc. Frederick Schneider** is with the Army in Bamberg, Germany; his address: Co. C, 1st B. G., 15th Inf., A.P.O. 139, c/o P.M., New York. **Priscilla Noble** has taken a position with "The Christian Century" in Chicago, Ill. **Sheldon Dean** worked as a chemical engineer for Proctor and Gamble in Cincinnati, Ohio, during the summer but has returned to Massachusetts Institute of Technology this fall, for further study.

Lawrence Casellini is a mechanical engineer in the research and development department of the Electric Boat Division, General Dynamics Corporation in Groton, Conn.; he is living at 131 Litton Ave. in Groton. **Frederick Wells** is attending the Graduate School of Business at Columbia University. **Carol Curtis** is an elementary school teacher in Chicago, Ill. **Marcel Cote** is assistant traffic manager with Donahue and Coe, advertising, in New York City; he is living at 51 W. 79th St. in New York. **Karen Dooley** received a Certificate in Business Administration from Radcliffe College in June. **Norman Ingham** returned from Germany in August and is now at the University of Michigan where he has a teaching fellowship in the Slavic Language Department. **Edward Clapp** is a student at Union Theological Seminary. **John Ingram** is a trainee with Cities Service Oil Company. **Barbara Wilson Woolman** (Mrs. J. C.) is teaching English, History, and Science in the Norfolk (Va.) Junior High School. **William McMurray** is a teaching assistant at the University of New Mexico, and working for a Ph.D. degree.

1958

Class Secretaries: **Philip O. Ormsbee, Ann Parnie Ormsbee,** 421 Ridgeland Ave., Beloit, Wis. *Alumni Fund Chairmen:* **Frank Hurt,** R.F.D. 1, Laconia, N. H. **Adrienne McLeod,** 1818 Sheridan Rd., Evanston, Ill.

Following is a list of what some of the Class of 1958 are now doing: **Jules Auger,** Army; **Edward Bancker,** Army; **William Barenborg,** Junior chemist, CIBA Pharmaceutical Co., Summit, N. J.; **David Bates,** Army; **John Benfield,** H. H. Benfield Electric Supply Co., Inc., White Plains, N. Y.; **Alan Bond,** Navy; address: C/O A. B. Bond, OCSA, Class No 39, U.S.N.S. U. S. Naval Station, Newport, R. I.; **David Broadhead,** Mathematics and Chemistry teacher, Loomis School, Windsor, Conn.; **Stephen Brown,** actuarial work, John Hancock Insurance Co.; **Thomas Burr,** sales management trainee, Ginsburg Brothers, Inc., Somerville, Mass.; **Christopher Cain,** Marine Corps.; **Robert Caste,** electro-mechanical draftsman, Reflectone Corp., Stamford, Conn.; **Peter Coe,** 2nd Lt., Marine Corps Air Force.

Robert Corliss, actuarial trainee, Mutual Life of New York,; **David Courter,** salesman, Mutual Life Insurance Co. of New York; **Frederic Cowles,** Estabrook and Co., investments, Boston, Mass.; **Weston Cowles,** National Commercial Bank of Albany, Albany, N. Y.; **John Cross,** graduate student, University of Chicago School of Business; **Michael Dehlendorf,** sales trainee, Esso Standard Oil Co.; address: 221 So. Main St., Bradford, Mass.; **James Eppes,** teaching assistant in German, Stanford University; **Robert Fatherley,** French and Geography teacher, Oakwood School, Poughkeepsie, N. Y.; **Chisholm Gentry,** student at Harvard University; address: 188 Upland Rd., Cambridge, Mass.; **Richard Johnson,** research assistantship, Northwestern University; **Vansel Johnson,** studying for C.P.A., Rutgers Graduate School; **John Keresztesy,** Merck and Company, developmental laboratory; **Floreal Lavin,** Army; **Gerald Lenz,** Mutual Life Insurance Co. New York; **John Lewis,** studying for M.S. in Chemistry at Middlebury College; **Richard Lewis,** student, Wesleyan Graduate School; **William Locke,** Army; **William Lofquist,** Army; **Kenneth McKie,** student, Massachusetts Institute of Technology; **Richard Maider,** Army Medical Service Corps.

Richard Millham, Transportation Corps, Army; **T. Richardson Miner,** Navy; **William Moyer,** graduate student in nuclear physics, Rensselaer Polytechnic Institute; **Richard Nahley,** University of Virginia Law School; **John Nichols,** Sears Roebuck and Co., Union City, N. J.; **Chandler Nims,** School of Accounting, Rutgers University; **Gerald Noonan,** Army; **Sidney Pearce,** Army; **Peter Redman,** Army; **Charles Rice,** Cary-Rice, Inc.; **Paul**

1945

To Dr. and Mrs. Robert Stewart (**Joanne Peabody**), a son, Richard Walter, Aug. 17.

1947

To Mr. and Mrs. William C. Blair (**Catherine Pomeroy**), a son, Bruce Pomeroy, Feb. 19.

To Mr. and Mrs. H. N. Tieman (**Anita Strassel**), a son, David, Mar. 9; address: R. F. D. 1, Vernon, Conn.

1948

To **Mr. and Mrs. Robert Hoaglund,** a daughter, Lisa, May 24.

To **Mr. and Mrs. Ronald Maxwell-Willeson,** a daughter, Becky, May 16.

To **Mr. and Mrs. H. Jack Geiken,** a daughter, Paris Whitney, Jan. 13.

To **Mr. and Mrs. Jack Kofoed,** a son, William Thomas, July 9.

1949

To **Mr. and Mrs. Robert Seixas** (**Jean Scroggie**), a daughter, Patricia Jean, Aug. 10.

1950

To **Mr. and Mrs. Richard R. Metcalf** (**Rosemarie Hermann, '49**), a daughter, Janet Irene, Aug. 22.

1951

To Mr. and Mrs. David W. Hay (**Charlotte Clark**), a son, Thomas Williams, May 2.

1952

To Mr. and Mrs. Lee Andrews, Jr. (**Carol Brautigam**), a daughter, Amy Lee, July 30.

To Mr. and Mrs. Arthur West (**Margaret Lewis**), a son, Charles Lowell, July 4.

To **Mr. and Mrs. Barrie Storrs** (**Marjorie Dawson, '54**), a daughter, Daryl Virginia, Dec. 10.

1953

To **Mr. And Mrs. Richard Ireland,** a son, June 11.

To Mr. and Mrs. Jeffrey Power (**Barbara Brown**), a daughter, Aug. 9.

1954

To **Mr. and Mrs. John A. Merwin, Jr.,** a son, Miles A., Dec. 23.

To **Mr. and Mrs. Arthur Curtis,** a son, Thomas Arthur, June 12.

To **Mr. and Mrs. Peter T. Parker** (**Julie Howard**), a daughter, Nan Katherine, June 23.

To Mr. and Mrs. William Simmons (**Phyllis Keezer**), a daughter, Lorice Ann, July 26.

To Mr. and Mrs. Roger Gilmore (**Beatrice Reynolds**), a daughter, Lesley Margaret, May 19.

To **Mr. and Mrs. Douglas Hanau** (**Carole Rice, '55**), a daughter, Nancy Kathleen, July 2.

1955

To **Mr. and Mrs. Frank Clarkson,** a daughter, Jennifer Elizabeth, Apr. 1.

To **Mr. and Mrs. Edward Thomson,** a son, Richard Warren, June 27.

To **Mr. and Mrs. Seward Highley** (**Patricia Hunter, '56**), a daughter, Deborah Browning, May 23.

1956

To **Mr. and Mrs. Michael Podell,** a son, Steven Feiler, May 21; address: 3001 Feiler Pl., Mission Village, San Diego, Calif.

To **Mr. and Mrs. George W. Ellis, III** (**Carol Nichols, '57**), a daughter, Susan Elizabeth, May 22.

To Mr. and Mrs. Joseph E. Berger (**Gretchen Kraatz**), a son, Joseph Edwards, Jr., Mar. 3.

To **2nd Lt. and Mrs. Guy Cote,** a son, Christopher Scott, May 10.

1957

To Mr. and Mrs. Robert Richmond (**Helen Cothran**), a daughter, Helen Leas, July 24.

In Memoriam

Albert A. Sargent, '94

Albert Sargent died suddenly on July 24 while visiting at the home of his daughter, Mrs. Stephen Hoyle of Slatersville, R. I. He was born in Ludlow, Vt. on Nov. 16, 1871. After graduating from Middlebury, Mr. Sargent studied law for three years with the firm of Stickney, Sargent, and Skeels in Ludlow, Vt. He then entered Boston University where he received his law degree and was admitted to the bar in Oct. 1898. He has practiced law in Barre, Vt. since that time. Mr. Sargent was chairman of the board of the Granite Mutual Insurance Company in Barre, and a former president of the firm. He was a member of Delta Upsilon fraternity. Survivors are his son, R. Barton, Middlebury, '32, and a daughter, Frances (Mrs. Stephen Hoyle), Middlebury, '34.

Bessie Bump Emerson, '05

Bessie Bump Emerson (Mrs. Paul) died on May 29 following a short illness. She was born Sept. 10, 1880 in Salisbury, Vt. Following her graduation from Middlebury, Mrs. Emerson was a science teacher at Tillotson College in Austin, Tex. from 1910-13. During the summer of 1912 she attended Harvard Summer School. She was a member of Pi Beta Phi sorority. She is survived by three sons, Fred, Homer, and Arthur, and a daughter, Mrs. Samuel Means.

Prescott R. Harmon, '11

Prescott Harmon died suddenly on July 19 at Brightbrook Hospital in St. Johnsbury, Vt. He was born on Nov. 4, 1886 in Amesbury, Mass.

Mr. Harmon attended Middlebury for two years after which he taught for two years in Vermont and Sulphur Springs, Tex. In 1911 he became advertising manager for the J. L. Hammett Company of Cambridge, Mass. At the time of his death he was vice-president and advertising manager and covered Vermont and New Hampshire for that firm. He was very active in church and community affairs in Wakefield, Mass. Survivors are his wife, the former Annie Dawe, a son, Prescott, Jr. and a daughter, Mrs. Harvey L. Smith.

Mabel Miller Nye, '15

Mabel Miller Nye (Mrs. Lynford) died on July 19 following a brief illness. She was born in Ryegate, Vt. on May 16, 1894. Following her graduation from Middlebury she taught at Barton (Vt.) Academy and Highgate (Vt.) High School from 1915-20. Mrs. Nye is survived by two daughters, Mrs. Arthur Merrill, Mrs. Denison Rice, and two sons, Randall and Osborne.

Allan L. Grant, '20

Allan Grant died suddenly on Aug. 19 of a heart attack. He was born in Bristol, Vt. on Mar. 13, 1899. Following his graduation from Middlebury Mr. Grant taught for five years in Ithaca, N. Y. and then went to the University School in Cleveland, Ohio, as a teacher and coach, a position he held until his retirement in 1941. Since that time he has lived in Bristol and Lincoln, Vt. In 1953-54 he represented the town of Bristol in the State Legislature. At the time of his death he was town clerk of Lincoln and a teacher at Beeman Academy in New Haven, Vt.

Murphy, Aug. 9; address: 4707 Connecticut Ave., N. W., Washington, D. C.

1950

Carlton E. Anderson to Miss Beverly J. Nicholson, July 26; address: Ellison Park Apt., 44 Bobrick Dr., Rochester, N. Y.

1951

Malcolm MacGregor to Miss Diane S. Mellon, June 14.

1952

B. Paul Bock to Miss **Judith Kirby, '55,** June 7; address: Avalon Rd., Rosemere, Que., Canada.

Robert K. Weatherall to Miss **Sarah B. Lunt,** in June; address: 20 Prescott St., Apt. 31, Cambridge 38, Mass.

Alfred H. Moody to Miss Roberta J. Emerson, July 12.

Robert N. Bowser to Miss Mary K. Lancaster, July 26.

1953

Paul Hudson to Miss **Corolyn Johnson, '51,** June 21; address: 25 Catherine St., Worcester, Mass.

Millard C. Davis to Miss Virginia Bierds, June 21.

John A. McElwain to Miss Constance L. Kemball, July 12.

1954

Dr. Hart Peterson to Miss Deborah Stevenson, June 14.

Wayne Daniels to Mrs. Jane Beene Allison, June 7.

Edward Killeen to Miss Constance Salvemini, April 26.

Gerald C. Greaves, Jr. to Miss **Hazel Hoxie,** June 14; address: R.F.D., Hardwick, Vt.

Michael G. C. Bucuvalas to Miss **Jeannette Poulos,** June 22; address: 47 Washington Park, Newtonville, Mass.

Robert W. Gleason to Miss **Betsy B. Heath, '58,** Aug. 2; address: 35 Hurd St., Melrose, Mass.

Carey T. Smith to Miss Fanne L. Kehoe, Aug. 9.

1955

Burgess P. Reed, Jr. to Miss Mary Lee Hirst, June 14.

Daniel O. Wright to Miss Nancy C. Quillen, June 21.

Dr. Fletcher H. McDowell to Miss **Electra Bostwick,** July 18; address: 445 E. 68th St., New York, N. Y.

2nd Lt. Robert V. Pritchett to Miss Sally O'Callaghan, July 17; address: 3536 Stu. Sq., Mather Air Force Base, Sacramento, Calif.

Richard E. Noble to Miss Mary Y. Pearson, Aug 8.

Walter S. Collins to Miss **Jane K. Reynolds,** June 21; address: 725 Eighth Ave., S. E., Minneapolis 14, Minn.

Winston R. LeRoy to Miss **Elizabeth Miles,** Aug. 23.

1956

Ronald Potier to Miss **Kathleen Platt, '57,** June 21; address: Gifford Hall, Middlebury College.

Edward P. MacDowell to Miss **Eleanor Maier, '57,** June 21; address: Box 141, Springfield College, Springfield, Mass.

Irwin E. Cohen to Miss **Diana L. Shulman,** July 29.

Donald B. Batchelder to Miss **Helju Kivimae, '55,** Aug. 10; address: 81 W. Main St., Norwich, N. Y.

Hawley D. Jones to Miss Sandra F. Strang, Aug. 23.

Gerald W. Cobb to Sara Greason Green, Sept. 20.

1957

Peter S. Howell to Miss **Anne Lee Johnson,** June 14.

Hugh W. Marlow to Miss **Eleanor G. Bennett, '59,** June 14.

Lt. Peter C. Read to Miss **Suzanne Lewis, '58,** June 21.

David Dillman to Miss **Carol Joya,** June 14; address: 1101 Enfield Rd., Austin, Tex.

Allen D. Hawthorne to Miss **Carol A. Hardy, '58,** June 28.

Lawrence Casellini to Miss Edith Lawson, June 21; address: 131 Litton Ave., Groton, Conn.

Robert G. Shipman to Miss **Nancy P. Bantle,** June 7; address: P. O. Box 2, So. Glastonbury, Conn.

Lt. John F. Van Vranken, Jr. to Miss **Nancy J. Sharp, '60,** June 17.

Rodney E. Mott to Miss **Diane J. Masterton,** Aug. 30.

Maurice E. Keenan, Jr. to Miss Cynthia Berry, July 4.

William J. McMurray to Miss **Mary W. Gaines, '56,** June 14; address: 313 University, N. E., Apt. 16, Albuquerque, N. M.

Kenneth W. Moore, Jr. to Miss **Martha C. Johnson,** Sept. 6; address: 650 No. Wade Ave., Washington, Pa.

George Cardona to Miss **Joanne Sargent;** address: 118 Maple St., New Haven, Conn.

Lt. Richard P. Brengel to Miss **Jane R. Graham, '58,** Aug. 13.

Richard J. Warren to Miss **Elinor N. Lane;** address: 5709 No. Park Ave., Philadelphia 41, Pa.

William H. Cuddy to Miss **Ann Messler,** Sept. 13.

1958

Theodore Lemcke, Jr. '60 to Miss **Claire Deerhake,** June 9.

Gilbert A. Partch to Miss **Barbara L. Partee, '59,** June 14.

Floreal Lavin to Miss **Ann E. Andruss, June 14.**

John A. Ross to Miss **Marilyn L. Hunter,** July 26; address: 140 Oakland St., Syracuse, N. Y.

Philip O. Ormsbee to Miss **Ann S. S. Parnie,** Aug. 30.

2nd Lt. David E. Bates to Miss Jill Daniels, July 26.

John H. Meeson to Miss **Gail A. Spooner, '59,** Aug. 16; address: 16 College St., Middlebury, Vt.

John G. Damrath, Jr. to Miss **Judith O. Hall,** Aug. 16; address: 108-5 Married Student Courts, W. Lafayette, Ind.

Thomas S. Burr to Miss Barbara A. Spencer, Aug. 16.

John C. Lewis, Jr. to Miss **Susan Lockwood,** Aug. 23; address: 40 High St., Middlebury, Vt.

M. G. Howe to Miss **Nancy Lagergrin;** address: 877-A Millwood Rd., Toronto, Ont., Canada.

Otis L. Smith '59 to Miss **Gay E. Nelson,** in Aug.

Births

1941

To **Mr. and Mrs. Albert B. Root, III,** a son, David Crane, May 18, 1957.

To Mr. and Mrs. William M. Grim, Jr. (**Barbara Grow**), a son, William Manning, III, July 2.

1943

To the **Rev. and Mrs. Robert Fulton,** a son, Andrew Beecher, May 6; address; 84 Congress St., St. Albans, Vt.

To **Mr. and Mrs. Frederick Bosworth,** a daughter, Diana Elizabeth, Aug. 6.

THE MEANING OF A LIBRARY

[*Continued from page 6*]

major additions to their library facilities or have plans in advanced stages. Many of these libraries provide for bold experiments in techniques, in the correlation of conventional and new functions and activities, and in the integration of printed and non-printed materials. The new University of Wisconsin Library uses an IBM punched card charging system and duplicated its entire card catalog by means of a heat process duplicating system. The library for the Community College of San Mateo, California will be at the hub of four campuses and will be a true materials center combining such activities as the television transmission to classrooms of filmed lectures by world famous teachers with the more conventional methods of library circulation.

On September 26th Purdue University will dedicate a new Memorial Center built at a cost of over eight and a half million dollars and impressively located in the heart of the academic campus. The Memorial Center will bring together under one roof the General Libraries, the Adult Education and Audio-Visual Divisions of the University, and the Theatre Arts Center which includes a magnificently designed playhouse with three kinds of stages. A large part of the main floor will be taken up by the "Bookstall" where the finest possible collection of new books selected for their appeal to undergraduate interests will be arranged under broad subjects as they are in a metropolitan bookstore. These books will be loaned for virtually unlimited periods and with a minimum of record keeping. The dedicatory brochure states that the Memorial Center is to be devoted to "broadening the mature mind, to bringing the young intellect into touch with professional experience, and to dignifying and developing through education the abilities and wisdom of the individual."

To a modern building, the cynosure of campus or town, housing in their most appropriate form the bibliographic artifacts of human experience and speculation must be added the concept of the library as the primary source of effective knowledge for all levels of the community.

The expansion of Middlebury's library can mean much for the college community and for the townspeople to whom it will be open. Since a town like Middlebury does not have the tax base to support a large public library and probably does not have the clientele to make an adequate bookstore profitable, a fine college library can do much to meet this need. The ideal of free access by all citizens to the best that has been thought and written by men is an essential one for the library. Citizen boards and college faculties and administrators must plan modern libraries in keeping with this heritage. Even librarians are not immune to a limited interpretation of their function. They must be influenced to keep the library a growing and changing institution. The fact that, in spite of universal, compulsory education, the United States does not rate high among nations as a country of book readers does not allow for complacency. Too many citizens still do not use the libraries they pay for and too many students do not get beyond the reserve book room and the periodical indexes. The library needs all the support and encouragement here noted and its role must be continually re-defined.

Edward B. Hayward, '38, is Chief Librarian of the Hammond (Indiana) Public Library. Mr. Hayward received a Master of Arts degree from Middlebury College in 1939 and a Bachelor of Library Science from the University of Illinois in 1947. He has been in the library profession for eleven years first in the County Department of the Akron Public Library and later as Head of Adult Services and Assistant City Librarian at the Racine Public Library, Racine, Wisconsin. He has had articles published in the *Library Journal* and in *News Notes* of the Vermont Historical Society. Mr. Hayward is married to the former Ruth Kelley who was also a practicing librarian until the care of their three boys, James, John and Dana, made it necessary for her to devote full time to other interests.

THE LIBRARY IN THE LIBERAL ARTS COLLEGE

[*Continued from page 9*]

source or fund of workable material but also he has achieved a skill which must stand him in good stead for the rest of his life either in work or in constructive play. No one after graduation can afford to neglect the library, representing as it does, the wealth of ideas and fact accumulated out of our past. Nor can anyone assume that the progression of interpretation and evolving techniques will cease when the individual has received that tentative seal of approval granted along with his higher degree. Flukes of fortune will occur but for certain good repute the well-grounded individual will ever be justified.

Through the unobtrusive medium of books one can aspire to gain any friendship one desires—for there is infinite variety, so that no matter what one's bias or eccentricity or even aberration, it is possible to find a soul who has been there before. Best of all, one receives counsel and, as a result of the communion with finer minds, oneself grows in stature, wisdom, and humanity. It is a chastening experience to strive thus to enter into a kind of exchange of ideas with great thinkers and, for this reason genuine scholars are humble people. There is a wealth of satisfaction in being able to achieve this plane of communication which can be reached through patient research and mental discipline. This is no psychic experience but the elevation or education of a good mind to a point where it can understand and interpret the ideas and logic of famous intellects.

When the student begins to make a library serve his own ends, he finds that his techniques are sharpened and his mind is toughened. This will be a stretch for an untried mind but, granted the self-discipline and the tenacity to unravel conflicting texts, there will come a glimmer of the real nature of truth.

A genuine excitement, one of the most valid and satisfactory of a college career, occurs when the student becomes truly conscious of the possibilities of his college library. Through such an insight the individual may become aware of his own awakening abilities and may be granted a recognition of the actual potential within himself. It is a heady feeling to know that one's professors and classmates, from the same sources, may have deduced unjustified conclusions either through lack of research or by infatuation with a prejudice. When this new-found power of scholarship is tempered by tolerance and courtesy, one indeed has entered into a golden company.

Wyman W. Parker, '34, has been the Caleb T. Winchester Librarian at Wesleyan University since the fall of 1956. In 1935 he received his Bachelor of Library Science degree from Columbia and four years later was awarded a Middlebury Master of Arts degree. Mr. Parker was Middlebury College's librarian from 1938 to 1941 when he entered the Navy during World War II. As a Lieut. Commander he served as an intelligence officer on the staffs of both Admiral Ernest King and General

George T. Whitmore, Jr., '21

George Whitmore died suddenly on Aug. 25 in his office at the Ridgewood Country Club with which he has been associated for nearly thirty years. He was born on Dec. 15, 1899 in Akron, Ohio.

After graduating from Middlebury Mr. Whitmore was connected with the H. A. Stahl Company in Cleveland, Ohio, in the development of the Madison Country Club and the Cleveland Heights course. In 1929 he took charge of the Ridgewood course which he managed and later owned until 1956 when the property was sold. Since that time he has managed the club.

During World War I, Mr. Whitmore served in the Army and in World War II he was a Major in the Army Air Corps. He is survived by his wife, the former Marian Wilson whom he married in 1928.

Ella B. Wright, '22

Ella Wright died on July 7 at Owl's Head, Me., the summer home of her sister, Mrs. Alma Wright Good. She was born in Greenfield, Mass., Apr. 30, 1901.

Following her graduation from Middlebury Miss Wright taught in Candor, Andover, and Glens Falls, N. Y. high schools and at Brunswick Country Day School in Greenwich, Conn. from 1931-37. She was in advertising and personnel work at the Greenfield Tap and Die Corp. from 1937-42. Since 1942 she has been a Christian Science practitioner. In 1926 Miss Wright received her A.M. degree from Ohio State University. She also attended Northampton Commercial College for one year. She is survived by her sister, Mrs. Good, and a brother.

Mary Leonard Jones, '23

Mary Leonard Jones (Mrs. Frederick L.) died on June 2 in a convalescent home in Castleton, Vt. She was born in Cambridge, N. Y. on Apr. 13, 1900.

Mrs. Jones attended Middlebury from 1919-21 and then was a student at Castleton Normal School. She taught at Troy Conference Academy, Cuttingsville, Vt. and at the Cheney Hill School in Rutland, Vt. In 1922 she married Frederick L. Jones, Middlebury, '19. Besides her husband she is survived by two daughters, Mrs. Cathleen Bickie and Mrs. Muriel Thibault and a son, Frederick L., Jr.

Vernet S. Keller, '29

Vernet Keller died suddenly at his home in Vernon Center, N. Y. on July 9. He was born in Hatfield, Mass. on Oct. 21, 1906.

After his graduation from Middlebury, Mr. Keller taught in high schools in New Salem and Huntington, Mass. and Johnson, Vt. He was principal of Sanderson Academy, Ashfield, Mass., of Powers Institute, Bernardston, Mass. and at the time of his death was on the teaching staff of the Clinton (N. Y.) High School. He received an M.S. Degree from Massachusetts State College in 1935. He is survived by his wife, the former Anne Belden, one son, Robert, and three daughters, Marguerite, Susanne and Hilda.

Winslow R. Hodgdon, '34

Winslow Hodgdon, forty-seven, died very suddenly on Aug. 5 at his summer home on Cape Cod. Following his graduation from Middlebury he taught from 1935-42 in Waterbury (Vt.) High School. From 1942-45 he was with the Army Ski Troops. In 1952 Mr. Hodgon received his Master's Degree in Education from the University of Vermont. After seven years as assistant principal of Burlington Junior High School he was made principal of the Lyman C. Hunt High School on July 1. He was a member of Delta Kappa Epsilon fraternity. Besides his wife, the former Caroline Hill, Mr. Hodgdon leaves four children.

M. Elizabeth Bucklin Van Buskirk, '36

Elizabeth Bucklin Van Buskirk (Mrs. Robert E.) died on June 23 following a long illness. She was born in Chicago, Ill. on Dec. 30, 1914.

For nineteen years Mrs. Van Buskirk has made her home in Rutland, Vt. where she was very active in civic affairs, as a substitute teacher on the staff of the Vermont Association for the Crippled, and Rutland public schools; she was also a member of the Nurses Aid Corps of the Rutland Hospital. She is survived by her husband, a daughter, Lauren, and two sons, Alden and Robert.

"...By Will, To The College On The Hill..."

The College has received notice of the following legacy:

$10,000 representing further distribution of the residuary legacy under the Will of George Dow Scott of the Class of 1895.

The original bequest totaling $90,000 establishing the George Robert White Scott Scholarship Fund was announced in the Summer issue of the News Letter.

The additional distribution listed above will be added to the George Robert White Scott Scholarship Fund.

John Akey, '55

John Akey was killed in an automobile accident on June 19 in Cape Henry, Va. He was born on Nov. 27, 1931 in Greenfield, Mass.

Following his graduation from Middlebury he joined the Marine Corps. Lt. Akey was stationed at the Naval Air Base, Little Creek, in Norfolk, Va. Last year he served in Panama and in the Mediterranean at the time when American forces were moved to that area because of the critical international situation. His three-year enlistment would have been completed in December.

Mr. Joseph Ablow who is studying in France on a Fulbright Award. Mr. Reiff has been an assistant professor at St. Cloud State Teachers College in Minnesota, has taught at Muhlenberg and Oberlin and at the University of Chicago. He is the author of a forthcoming book, "Rajput Miniature Paintings."

Dr. William B. Rowan becomes the fourth member of our Biology Department faculty as a new Instructor. Mr. Rowan's undergraduate and graduate work was done at Cornell where he has also taught. His most recent position was with the United States Public Health Service in Puerto Rico. The Rowans have three children.

Mr. Xavier Verbeck is Instructor in economics replacing Mr. Arthur Schaefer who has returned to his graduate work at the University of Pennsylvania. Mr. Verbeck is a graduate of the University of Tulsa and has a Master's Degree from the University of Wisconsin. The Verbecks have a young son.

Dr. Charles Warner is a Lecturer in History and is offering two courses in French history which are new to the curriculum. He has taught for two years at M. I. T. and was awarded his Ph.D. by Columbia University in June of this year. Mr. and Mrs. Warner have six children including twins five months old.

Mr. James M. Watkins, Assistant Professor of French, is now in charge of the language laboratories replacing M. Fernand Marty who has accepted a position at Wellesley College with a view to the continuation of his graduate work in Boston. Mr. Watkins is a graduate of Pennsylvania State College, has an M.A. from the Middlebury French School and has studied for several years in Paris. More recently, he has been an instructor at Duke University.

Dr. Henry S. Whittier joins our English faculty and represents a net addition to the staff although he will be substituting in part for Professor Merriman who is teaching only half-time in addition to his duties as Dean of Freshman Men. A graduate of the United States Naval Academy and the University of New Hampshire, Dr. Whittier earned his Ph.D. at Yale. He and Mrs. Whittier have three sons.

In addition, four teaching assistants have been appointed:

Miss Carmen Galvagno in Spanish·

Miss Adrienne McLeod (Middlebury 1958) in psychology, a new appointment;

Mr. James Nuner in biology;

Mlle. Jacqueline Systermans in French.

SHARING BOOKS WITH CHILDREN

(*Continued from Page 26*)

that in books are the answers they are seeking.

Teachers are in a good position for sharing books with children. Theirs is a captive audience! But even so, children have an enormous respect for their instructors and when "My teacher says that's a good book," it carries a lot of weight.

Librarians, too, have a definite place in this book sharing. Naturally their proximity to good books at just the right moment is one factor. Story hours, a successful Library program, is an invaluable way of introducing books to children. And not only new stories are told but old favorites are repeated again and again. Familiarity doesn't breed contempt when it comes to a good story. It's more like the comfortable feeling you have when you meet an old friend.

Parents are really the ones with the most opportunity for sharing books. But it should never be a forced situation. Perhaps some will remember a hilarious TV sketch about a father who had heard that you should "share books" with your family. So he made his protesting wife, son and daughter, all of whom wanted to do something else at the time, sit down while he proceeded to read, "By the shores of Gitche Gumee."

Even if there's no time in a busy family for everyone to get together, it's still important to be interested in your child's books. And the next time you're out together and you see something extremely impressive and your child looks at you and says in awed tones, "Some Pig!" you won't look blank. Instead you'll make a mental bow to Mr. E. B. White and answer your child emphatically and understandingly, "It certainly is!"

Janette Woolsey has been a resident of York, Pa., since 1936 where she holds the dual position as Children's Librarian of the Martin Memorial Library and Elementary School Librarian for the York Public Schools. With Elizabeth Hough Secrist she is co-author of three books: *New Plays For Red Letter Days* (1953); *It's Time To Give A Play* (1955); *It's Time For Thanksgiving* (1957). They are currently at work on another book to be published in the fall of 1959. Miss Woolsey has been in library work since graduating from Middlebury.

CAMPUS COMMENTATOR

[*Continued from page 17*]

not require anyone of above-average IQ to see that this would not constitute the most ideal study niche. After dislodging several guests who have seated themselves on your books, you pack up several volumes and a sheaf of incomplete class notes and head for Egbert Starr Library.

Everyone knows the place to go is the library, so you blaze a trail in that direction through seasonal banks of leaves, or downpours of hail, or sub-freezing gales to the citadel. You mount the great marble steps, try the massive oaken door—once—twice—get a run on it and throw a right shoulder block to find yourself within the edifice. Now you face the dilemma of where to deposit yourself and your books for three good solid hours of concentrated study.

Try the Abernethy Room first. After your eyes become adjusted to the obscurity, you survey the situation. Feel a little like an intruder? Here you may sink to oblivion in the depths of a corpulent arm chair or risk "Fanny Fatigue" from a position on a straight backed wooden structure. While stern old gentlemen glare at you disapprovingly, at least thirty bibliophiles coldly ignore you. If it was not for the fact that the room is already inhabited to capacity, excruciating recollections of an afternoon spent in this chamber last year during finals encourage you to beat a hasty retreat.

Next stop is Grand Central. Perhaps you will be fortunate enough to beat another frustrated hopeful to a place here. Across the table there is a discussion group attesting the relative merits of D. H. Lawrence and John Steinbeck. The door creaks open and crunches closed again. The charming duo to your left are completely entranced cooing at each other. More noise from the doorway. Several individuals make regular pilgrimages from the far recesses to the stacks—what a pain that guy is . . . letter sweater and all!—Hmmm . . . now, that girl . . . good-looking freshman class! A little man elbows by you to delve into the contents of the *Diction-*

Douglas MacArthur. From 1946 to 1951 he was librarian at Kenyon College and during the next five years served in a similar capacity at the University of Cincinnati before assuming his present post. Mr. Parker is currently Vice-President and President-elect of the Association of College and Research Libraries. He is married to Jane Kingsley,'38, Parker. Mr. and Mrs. Parker are the parents of three sons: Christopher, 15; Kingsley, 11, and Andrew, 6.

SCIENCE AND THE COLLEGE LIBRARY

[*Continued from page 12*]

they can live an extraordinary life: their ability to think." A recent Carnegie Corporation report states (*New York Times*, August 31, 1958, pt. 4, p. 9) that the liberal arts college is becoming more and more a professional school as compared to its predecessor of forty to fifty years ago. "The transformation of the liberal arts college is a recognition that higher education has a dual responsibility: to prepare youth to live and to work. And the sooner these two responsibilities are united, . . . the fuller and more effective will be their joint services to the American society." The new building program for Middlebury's Starr Library will help to provide the kind of education suggested here. The library can no longer be solely the laboratory of the humanities and the social sciences; the library-laboratory must also include the pure sciences, technology, and the combinations of the two. The more books are used in teaching, the more college teachers can be released for individual instruction and time for their own continued preparation.

These are some of the things which can be done in the college library and constitute its contribution to the teaching of the sciences. But who can better understand this than the readers of this Newsletter, the alumni and alumnae who are understanding and responsible partners in the development of the educational program at Middlebury College.

Mr. Ottemiller has had very wide experience in the library field. He has been Associate University Librarian at Yale since 1951. Prior to that he held the following positions: Acting Chief, Division of Library and Reference Service, U. S. Dept. of State, 1948–1951; Acting Chief and Chief, Reference Division Dept. of State, 1946–48; Chief, Analysis and Abstract Section, Interdepartmental Committee for the Acquisition of Foreign Publications, Office of Strategic Services, 1944–45; Assistant to the Librarian, Brown University, 1942–44; Circulation and Reference Assistant, Columbia College Library, 1940–42; and, member U. S. Civil Service Committee on Expert Examiners, 1948. Mr. Ottemiller in addition to his Middlebury A.B. degree, holds a B.S. from the School of Library Science, Columbia Univ. He is very active in library activities, has held various offices in library organizations, and has done considerable writing for publications. Mr. and Mrs. Ottemiller are the parents of two children—Joan and John Thompson.

MANY YEARS OF LIBRARY PROGRESS

[*Continued from page 16*]

Phase I. This represents a good percentage of the $1,350,000 estimated for the three phases of the Library Project. The goal set for contributions from Alumni of the College is $400,000; Special Gifts, $700,000; Parents, $150,000; Business, $50,000; College and Community, $25,000; and, Summer Schools, $25,000. Plans are being completed for this solicitation to get under way shortly after the start of the New Year.

Alumni have already contributed $41,000 prior to the solicitation of the more than 8,000 Alumni of the College which will get under way shortly after the New Year of 1959. Following are the amounts received or pledged as of Oct. 1st: Special Gifts, $529,500; Alumni, $41,300; Parents, $9,726; Business and Industry, $1,235; College and Community, $35; Summer Schools, $760.

FACULTY NOTES

[*Continued from page 23*]

division. Dr. and Mrs. Illick (geography) and their four children have arrived safely in Beirut, Lebanon and he has begun his two-year assignment at the American University.

Mrs. Rita Abbott, a graduate of the Louvre School in Paris and more recently a degree candidate at our Russian Summer School, filled a new appointment as Instructor in Russian at the start of the new term. Mrs. Abbott's health failed soon after classes began and she was obliged to resign. Fortunately, Mrs. Berthe Normano, who has many friends among Middlebury undergraduates, graduates and townspeople, was able to obtain a release from her position in New York. There was little interruption of classes.

Dr. Brewster Baldwin has come to us as Assistant Professor of geology to replace Professor Charles Welby who resigned to accept an appointment at Trinity College. Professor Baldwin has taught for the last seven years at the New Mexico Institute of Mining and Technology. He is a graduate of Williams and has a Columbia Ph.D. Dr. Baldwin is the author of several geological studies. He has four children.

Mlle. Anne Baudement who was an Assistant in French last year has assumed full teaching responsibilities as an Instructor.

Mr. Alfred Blimberg, a graduate of the university of Latvia and Brown University and a former German Summer School student, is a Lecturer in German.

Capt. Robert A. Chabot is the new Assistant P.M.S.T. of the Military Department. A graduate of the U.S. Military Academy, his service covers a period of twelve years with assignments in Korea and more recently in Germany. The Chabots have two children.

Mrs. Doris C. Cammett, who substituted for Mr. Joseph Hilyard as instructor in English last winter when he became ill, now has an appointment as Lecturer in English and is carrying a full teaching load. Mrs. Cammett has her M.A. degree in English. Her husband is Mr. John M. Cammett of the Contemporary Civilization Department.

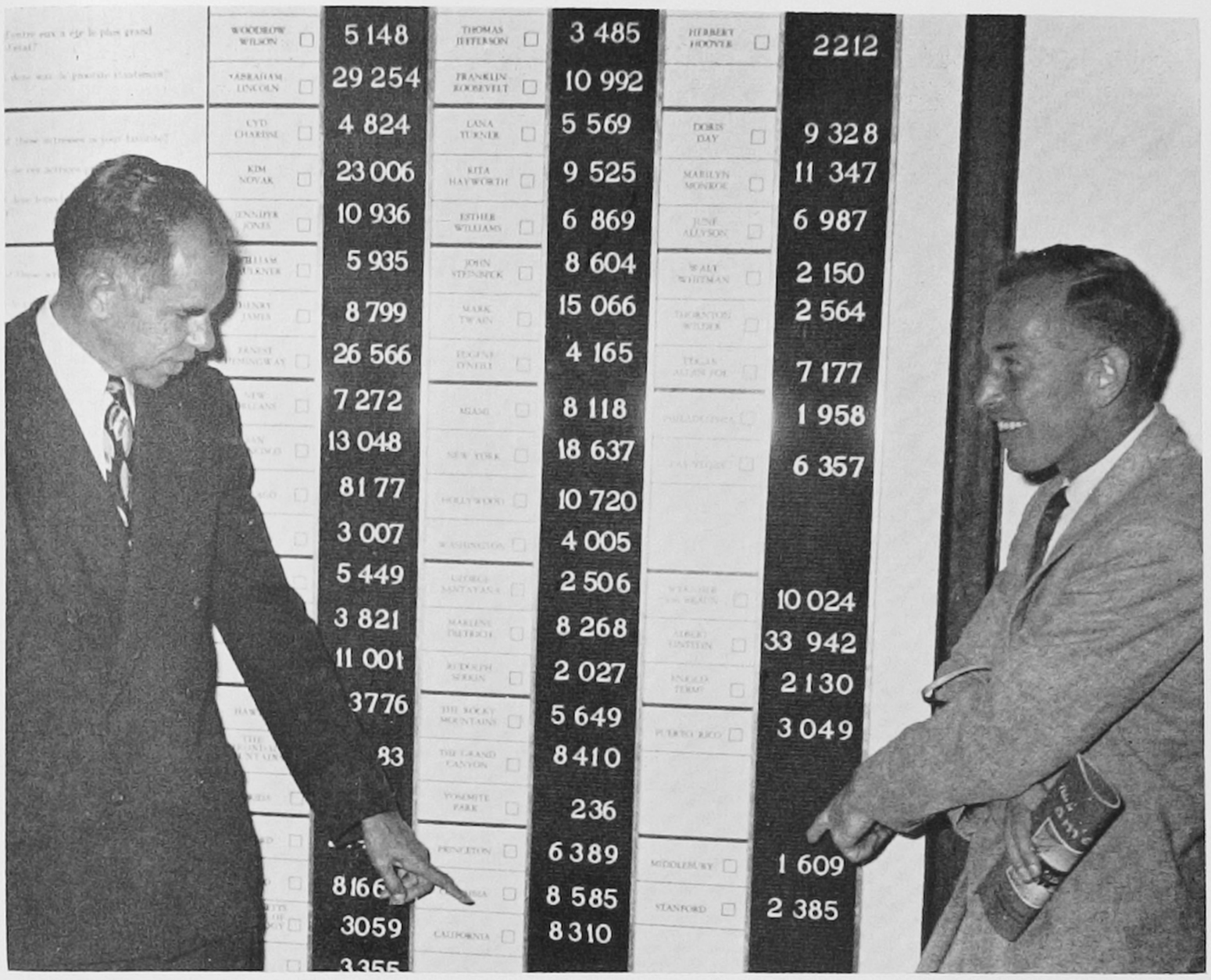
Mr. John L. Handy resigned as Director of Admissions for Men last June to return to the classroom. He is a Lecturer in English.

Major Hale H. Knight is a second new member of the Military Department. A graduate of Colorado A. and M. Major Hale's service career covers fifteen years with assignments in Burma, Trieste, Japan, South America, and most recently in Vietnam. Major and Mrs. Hale have five children.

Mr. Frank Lindenfeld is an Instructor in Sociology. A graduate of Cornell and Columbia, Mr. Lindenfeld taught last year at the University of Massachusetts.

We welcome the return of Dr. Vincent Malmstrom and family. Dr. Malmstrom was instructor in geography in 1956–57 and returns as an Assistant Professor after a year at the University of Minnesota. In Dr. Illick's absence, Professor Malmstrom will be Acting Chairman of the Geology, Geography Department. The Malmstroms now have two small children.

Mr. Robert F. Reiff is Lecturer in Fine Arts and replaces



■Ken Jackman, '38, (*right*) compares Middlebury's total on the Brussels World's Fair voting machines with Dr. Glen T. Seaborg, Nobel Prize winner and the New Chancellor of the University of California. Dr. Seaborg made headlines with his announcement at the Atoms For Peace Conference in Geneva of the isolation of a very small amount of Californium. Mr. Jackman attended the Conference with Dr. Seaborg.

MIDDLEBURY COLLEGE had the unusual honor during the Brussels World's Fair of being selected as one of ten American colleges to be placed on the voting machines at the Fair.

Middlebury was selected along with Stanford "as representative of two good small colleges."

The voting machines were the one single item specifically requested for the American Pavilion by President Dwight Eisenhower. The questions and the totals provide interesting food for thought on the European mind that had gone through this exhibit.

■Ken Jackman, '38, shows how 1,799 persons cast their votes for Middlebury at Brussels.

EDITOR'S NOTE: Information shown on this page was recorded on Sept. 1, 1958. Since that date the tabulations increased proportionately.

In answer to the question: Which of these Universities would you choose for your son?—the following totals were recorded: Middlebury, 1,779; MIT, 497; Michigan, 2,514; Stanford, 2,656; Princeton, 7,078; Yale, 8,249; California, 9,233; Columbia, 9,392; Chicago, 9,869; and Harvard, 24,055.

Some other questions and totals taken off the voting machines are as follows:

Should American English and British English be regarded as separate languages? Yes, 29,552; No, 25,247.

By and large has the machine age been a good thing? Yes, 43,557; No, 9,894.

In view of the world wide emphasis on scientific research, do you feel that the position of the artist in our society has been made inferior? Yes, 24,121; No, 29,771.

Which of these was the greatest statesman? Benjamin Franklin, 18,864; Woodrow Wilson, 5,701; Abraham Lincoln, 32,622; George Washinton, 18,596; Thomas Jefferson, 3,894; Franklin Roosevelt, 12,113; Theodore Roosevelt, 5,785; Herbert Hoover, 2,407.

Which of these writers is the greatest? William Faulkner, 6,583; Henry James, 9,694; Ernest Hemingway, 32,967; Jan Steinbeck, 9,477; Mark Twain, 16,748; Edgar Allen Poe, 8,017.

aire Française. Can't study here. Pack up again and descend to the cage room.

Picking yourself up at the foot of the stairs where you landed after misjudging step number two, you head for the one remaining unoccupied seat. Sitting here you feel somewhat like you did in grade school at those desks that bore the remarks and autographs of several generations of students. In an attempt at finding a comfortable position you stretch your legs . . . oops, didn't intend to kick that studious young lady two seats away . . . feeble apologies. Funny how that blonde over there looks so ghastly—must be that light—everyone looks rather green. When the hourly onslaught for reserve books begins you decide to journey onward in your quest for proper atmosphere.

It's about time for a cigarette to soothe your nerves. In that case a climb upwards to the Browsing Room is in order. You realize you had tread a little loudly when every eye in the room settles on you as you tiptoe down the stairs into the nicotine haze. You observe that every desirable seat in the place is occupied as evidenced by threads of smoke arising from the depths, fringes of hair barely visible over the backs, and shoeless feet toasting on the radiators. Deep-throated emanations from the chartreuse arm chair in the corner closely resemble snores. One character slouched at the communal table is deeply concerned with the *New York Times* Sports Section, while a fellow at the other end of the table is dangerously close to falling on his spine. His chair is tipped back at a one hundred and twenty degree angle and his size fourteen feet extend across the table to rest on a pile of books. To the left a window feud is being waged. One party flings open the sash to admit the elements, while the protagonist is equally quick to slam it shut. Then of course there is the inevitable couple gazing over the desk top into each others' limpid eyes—at least they are quiet about it. Devouring the wonders of Zoo., Chaucer, and Western European History, are several bespectacled misses. All this to a background of stamping on the stairs, pencils being sharpened, and wind whistling about as the fresh air fiend wins out. You collapse on the floor, find your page, and begin staring at the words. Not too comfortable. You begin to mentally consider the possibilities of obtaining a decent seat here.

Apparently there are four possible methods of securing a place for yourself to study in. First, you could conceal yourself underneath the newspaper stand as the librarians close up for supper and thus have your choice of seats for the ensuing evening. Second, you could forego supper and take a sandwich to eat on the library steps in order to be the first in line for the gala 6:45 opening. If it were impossible to get there before full house at 6:46, you might bribe a buddy to save you a place. Finally, since the buddy could get confused about which seat to save, you would have to trek over late in the afternoon. Until the coveted chair was vacated, you could slink around and then slip some books into the seat to signify your intended occupancy. To ease your conscience concerning this underhanded move, you might even sit in the chair for a while, open a book, have a cigarette, and then leave. Granted, these alternatives require a bit of advance planning, and you're generally much too busy to outline strategy so far ahead.

Anyway everyone says the library is the place to go, but no one said you could study there. You'll find the every perch taken, the floor cold and hard, and the checking altogether too good to be conducive to study. You might just as well gather up your books and prepare for the hike back to your own clamorous opium den.

WHAT ABOUT RUSSIAN EDUCATION?

[*Continued from page 28*]

and professor an abundant supply of books and those books can not be accommodated on the log. When the student and professor leave the log and go their separate ways, the student is left to the most important, and in the last analysis, the only important part of his education—the part carefully avoided by the Russians—self-education, and that comes when the student is on his own and the books are available.

THE PRESIDENT'S PAGE

[*Continued from page 29*]

worthy of your capabilities. I mention this fact with pride and with the knowledge that you will become more loyal and more deeply committed to the College if you truly understand that your predecessors on this historic campus, in part, are financing your education through present and past gifts.

What I have just said is applicable to every freshman class in the land. Now, however, I wish to become at once more discriminating and more personal. It is of course of the greatest importance to those of us who are devoted to this College and to you that you are *Middlebury*, Class of 1962. Your faculty, your deans, and all with whom you will be associated are here because we chose to be here and because we were invited to come here. You by the same token were selected from over eighteen hundred applicants and you have freely chosen to become Middlebury men and women. I assume that the excellency of our academic program influenced your decision. Yet we all know that an excellent liberal arts education can be obtained in a great many colleges. Let me put in a capsule some of the intangibles that set off Middlebury from other institutions—intangibles that I hope will make such a life-lasting imprint that an individual affection and loyalty to this College will become ingrained in you for life. The intangibles that I have in mind are the historic significance and physical site of Middlebury. This combination in turn produces a very special total environment which, unless you are completely blasé or apathetic, will exert a durable influence on your mind, your character, and your spirit . . .

In opening talks to freshmen, I have in other years tried to define the meaning of a Liberal Education and to relate our curriculum to the aims of a Liberal Education. This morning I shall only express the hope that in the classroom, laboratory, and library, and in your relationships with faculty and classmates, you will personally discover the meaning of the Liberal Arts. You will discover it when you find yourself giving thought to abstract propositions and making discriminating judgments rather than dogmatic assertions. When you begin to take pride in communicating such judgments in a discerning vocabulary, you are then glimpsing the spirit of a Liberal Education.

When you begin to gain a philosophical insight into the relation of man to his society both past and present and to your own inner motivations and behaviour, you will realize that your studies in the arts and sciences have built-in values for which there are no substitutes.

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■ Ground Breaking for the Phase I addition to the Egbert Starr Library is noted from the unusual angle of the above picture of the shovel at work excavating for the very much needed library addition.